HPM 759
Policy Development/Policy Advocacy

Department of Health Policy and Management
School of Public Health

Spring, 2018 Syllabus

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Course Overview

This class will provide students with a hands on-opportunity to learn about the health policy development process in the United States (or students can use the class to explore the health policy development process in another country). 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 all be asked to pick a problem that has policy implications (which can be their dissertation topic), and then develop a policy analysis and advocacy strategy around their chosen topic.

Policy Development Process

The course will explore common steps in the policy development process, including:
1. Define the problem--gathering and analyzing information
   a) Needs (identifiable, definable, and quantifiable)
   b) Existing programs (program requirements, funding sources, funding restrictions)
2. Establish goals
3. Establish evaluation criteria (for example, need, political or practical realities, equity, efficiency, etc.)
4. Identify alternative policy options  
5. Evaluate alternative policies (using when possible, quantitative and qualitative analysis)  
6. Evaluation

The class will also discuss the role that advocates, stakeholders, and external groups (such as the media) play in shaping public policies.

**Influencing Public Policies**

The course will also cover ways to influence public policies, including:

- Understanding the role of legislators, government agencies, the courts, stakeholders, the media and the public in shaping public policies
- Lobbying techniques
- Working with the media
- Involving the grassroots

<table>
<thead>
<tr>
<th>Course Learning Objective</th>
<th>Competencies</th>
<th>Assessment Mechanism</th>
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<tbody>
<tr>
<td>1. Learn and be able to apply basic policy analysis skills including problem definition, identifying appropriate policy options, applying evaluation criteria to assess different options, and making policy recommendations</td>
<td>Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis</td>
<td>Policy analysis paper (see #4 below)</td>
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<td>2. Describe the regulatory and legislative processes and be able to explain how health policies are made in each forum.</td>
<td>Develop policy advocacy strategies at the legislative, administrative or judicial levels to influence health policies</td>
<td>Review of legislation and regulations, Policy advocacy paper (See #1, 3, 5 below)</td>
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<td>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.</td>
<td>Facilitate shared decision making through negotiations and consensus building methods</td>
<td>Development of policy advocacy paper (See #5 below)</td>
</tr>
<tr>
<td>4. Gain the skills needed to conduct a stakeholder analysis and work with stakeholder groups</td>
<td>Facilitate shared decision making through negotiations and consensus building methods</td>
<td>Stakeholder analysis (component of</td>
</tr>
</tbody>
</table>
### Policy advocacy paper (See #)

| 5 | Gain skills needed to develop a public health message and write an persuasive advocacy fact sheet | Assess a population’s knowledge and learning skills
Develop policy advocacy strategies at the legislative, administrative or judicial levels to influence health policies |

### Requirements and Expectations

By the end of the class, each student will have conducted a policy analysis and developed a policy advocacy strategy. Students will have three assignments that will all involve the same problem: defining the problem, analyzing and selecting a policy option, and creating an advocacy campaign around the recommended policy option. In addition, students will be expected to summarize a piece of proposed legislation and regulation (of the students choosing).

*Note: I will give students the opportunity to revise the problem definition (#2), policy analysis (#4), and policy advocacy strategy (#5) and resubmit if the students want. This is not a requirement. Students will have one week after I send you my comments to resubmit their paper for a revised grade. If you do not resubmit within that week, then I will assign you the original grade.*

The specific deliverables are described below:

**#1. Legislative Overview (Pass/Fail) Due January 10, 2018**

Students are expected to identify proposed legislation (bill) and write a one-two 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:

- Bill number (check to see if a companion bill was introduced in the other body—House or Senate)
- Main sponsor and cosponsors (if any). Check to see their party affiliation—is the bill bipartisan or partisan.
- Summary of the bill.
- 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.).
- Does the bill include an appropriations or finance (taxes).
- 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).
Students should prepare a 1-2 page summary 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 3-4 policy options; one of which should be the status quo)
- Potential evaluation criteria (including costs to the government, impact, political feasibility, and at least 1 other evaluation criteria of your choosing)

#3. Regulations (Pass/Fail) Due February 21, 2018
Students will be expected to analyze proposed regulations and write a one-two page summary of the regulations. I want you to look at proposed regulations, not final regulations (although interim final regulations, with a comment period, are also fine).

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

- Legal cite (to the Federal Register or state Register—i.e., date of publication, Register number and page number).
- The agency that is issuing the proposed regulations.
- 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).
- A summary of the proposed rule.
- 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.)

Resubmission 1 week after original grade returned.

Based on Bardoch Steps 1-8.
Each group will prepare an ~10 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 3-4 alternative policy options that could address their problem. At least one of these options should be to maintain 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: I will be
looking to see the extent to which your policies are evidence-based (eg, have they been tested elsewhere and, if so, did they help address 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 evaluation criteria you selected).

e) Analyze the policies using at least four evaluation criteria the student will use to compare the different policy options. You must include costs to the state/government, impact (eg, number of people helped), and political feasibility, students should select at least one other criteria).

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

#5. Policy Advocacy Strategy (40% of your grade). Due: April 25, 2018

Each student will prepare an ~10 page paper (double spaced) that includes the following information:

a) 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.)

b) The 2-3 major points you want to get across in your policy advocacy (eg, 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? These 2-3 points should be what you focus on in your fact sheet.

c) A stakeholder analysis. Your stakeholder analysis should be in a grid form and should include the following information:

i) 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?

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

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

iv) What are the resources that this group can bring to the effort? (eg, 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.)

v) 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.

vi) How can you influence the stakeholders’ positions? 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?)

d) Your legislative or regulatory strategy.
   i) If legislative, who will you seek to introduce the legislation; what committee will the bill be referred to (and can you influence that choice); what is your overall communications strategy with the legislature.
   iii) How will you get your other allies to communicate with policy makers?
   iv) If regulatory, what is your strategy for getting the executive branch to make the regulatory changes; does the agency have the authority to make the changes, etc. Can you prepare your allies to write comments in support of the changes?

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

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

#6. Advocacy Fact Sheet and Presentation (10% of your grade for each—20% total). Due: last day of class. Draft of fact sheet due April 26 if you want feedback before the final fact sheet is due.)

Each student will be expected to 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.

Note: Fact sheets need to be written for a lay audience to understand. The CDC has a nice publication on everyday words for public health communications: http://www.cdc.gov/other/pdf/everydaywordsforpublichealthcommunication_final_11-5-15.pdf.

Class Participation

Students are expected to come to class prepared to participate in discussions. Failure to participate in class discussions can affect your final grade (ie, from H to a P).

Evaluation Method

Grade Components
## Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

## UNC Honor Code, Plagiarism and Citation

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.

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 (966-4084) or the Office of the Dean of Students (966-4042).

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

Note: In the past, I have had students who have not properly cited when they used other people’s work (e.g., using direct passages from other studies without using quotations, or paraphrasing other people’s work without giving proper attribution). I strongly encourage students to review the UNC Health Sciences Library information on plagiarism and citing sources. It only takes about 15 minutes to review, and is available at: http://guides.lib.unc.edu/c.php?g=9028&p=45251.

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**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.”

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**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**

HPAA 759 has its own website using Sakai software. (See http://sakai.unc.edu.)

**Readings**


Other Internet readings for each class are listed under the class schedule.

**Optional Readings (On Sakai)**


**Optional Texts (if you want other books on the policy analysis process):**


**Web Sources:**

Among the many useful websites are:

- The Henry J. Kaiser Family Foundation ([www.kff.org](http://www.kff.org))
- The Congressional Budget Office ([www.cbo.gov](http://www.cbo.gov))
- The Centers for Disease Control and Prevention ([www.cdc.gov](http://www.cdc.gov))
- The National Center for Health Statistics ([www.cdc.gov/nchs](http://www.cdc.gov/nchs))
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.

**Class Schedule**

<table>
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<tr>
<th>JAN. 4, 2018 9:00-10:30</th>
<th>CLASS 1: INTRODUCTION: OVERVIEW OF CLASS</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 steps in an ideal policy making process  
● Describe Problem Definition  |
| Readings/Class Discussion: | Review Slides  
Begin Policy Analysis Process (Problem Definition)  

<table>
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<tr>
<th>Jan. 10, 2018 4:00-5:25 pm</th>
<th>CLASS 2: THE LEGISLATIVE PROCESS</th>
</tr>
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| Session Learning Objectives: | ● Be able to describe the legislative process, both at the state and federal level  
● Identify the ways in which advocates can try to intervene to try to influence legislative policy making  |
| Readings/Class Discussion: | Review slides  
Continue problem definition discussion  
You should research the Congressional legislative process or your own state or national legislative rules:  

*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: http://www.ncleg.net/NCGAInfo/Bill-Law/bill-law.html

Optional reading:


**Assignments**

| 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 (or legislation from another country, if you work internationally). See #1 in Requirements and Expectations Section for more specific information about what should be included in your summary. Note: If there is time after the discussion of the legislative process, we will work on a mock policy analysis on universal coverage (pre-ACA). |

**Jan. 24, 2018**

<table>
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<th>4:00 – 5:25 pm</th>
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<tr>
<td><strong>CLASS 3: DISCUSSION OF STUDENTS’ PROJECTS, POLICY OPTIONS, AND EVALUATION CRITERIA</strong></td>
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<tr>
<td>Session Learning Objectives:</td>
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<tr>
<td>• Identify potential policy options for each students policy analysis</td>
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<tr>
<td>• Identify appropriate evaluation criteria</td>
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<tr>
<td>Required Readings/ Class Discussion:</td>
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<tr>
<td>Each student should come prepared to give an overview of their policy problem, potential policy options, and the evaluation criteria they propose to use.</td>
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**Feb. 7, 2018**

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<tr>
<th>4:00 – 5:25 pm</th>
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<tr>
<td><strong>CLASS 4: USING RESEARCH TO INFORM POLICY</strong></td>
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<tr>
<td>Session Learning Objectives:</td>
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<tr>
<td>• Describe the opportunities and challenges in using research to inform public policy</td>
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<tr>
<td>• Be able to articulate the different perspectives of researchers and policy makers about the usefulness of research in the policy making process</td>
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<tr>
<td>Readings/ Class Discussion:</td>
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<tr>
<td>Review Research and Policy Slides</td>
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<tr>
<td>If we do not have a chance to hear from everyone in the Jan. 25th session, we will continue to hear from students about their problem, policy options, and evaluation criteria during this session.</td>
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</table>

**Optional Reading:**
**Assignments**

**PROBLEM DEFINITION.** Students should turn in a 1-2 page summary of their policy problem, potential policy solutions, and evaluation criteria. See #2 in Requirements and Expectations Section for more detailed description of what should be included in the problem definition.

<table>
<thead>
<tr>
<th>Feb. 21, 2018 4:00-5:25 pm</th>
<th>CLASS 5: RULEMAKING</th>
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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 |
| **Readings/Class Discussion:** | Review slides  
Review discussion of HIPAA regulation (in Sakai)  
| **Assignments** | REGULATION SUMMARY (Pass/Fail) Students will be expected to analyze proposed regulations and write a 1-2 page summary of the regulations. See #3 in the Requirements and Expectations section for more information about what should be included in the summary. |

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<thead>
<tr>
<th>Feb. 28, 2018 4:00-5:25 pm</th>
<th>CLASS 6: USING THE JUDICIAL SYSTEM TO IMPACT ON PUBLIC POLICIES</th>
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| **Session Learning Objectives:** | Be able to describe the role that litigation can play in policy making  
Identify the ways in which advocates can try to influence policy making through the judiciary |
| **Guest Speaker** | Sarah Somers, JD, Managing Attorney, National Health Law Program (confirmed) |
| **Readings:** | Review slides  
Required Readings |
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<tr>
<th>Mar. 21, 2018 4:00 – 5:25 pm</th>
<th>CLASS7: NUTS AND BOLTS OF LOBBYING; STAKEHOLDERS ANALYSIS</th>
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| Session Learning Objectives:  | ● 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 |
| Guest Speakers               | Steve Keene, General Counsel & Deputy Executive Vice President, Department of Governmental Affairs and Health Policy (confirmed); Chip Baggett, JD, Director, Legislative Relations, NC Medical Society (confirmed) |
| Readings:                    | Review slides on lobbying                                  
                               Review slides on stakeholder analysis                    |
                               Ellsworth E. How to Make Your Congressman Listen to You.  
| Assignments                  | PROBLEM STATEMENT AND POLICY ANALYSIS (40% of grade). Students should turn in the second paper: An analysis of at least 3-4 different policy options to
address the problem (at least one of which should be the status quo). The policy analysis should be ~10 pages (double spaced). More specific information about what should be included in this paper is in #4 in the Requirements and Expectations Section.

<table>
<thead>
<tr>
<th>Apr. 4, 2017 4:00 – 5:25 pm</th>
<th>CLASS 8: FRAMING MESSAGES FOR POLICY ADVOCATES</th>
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<tbody>
<tr>
<td>Session Learning Objectives</td>
<td>• Evaluate public health messages and learn how to frame public health messages for broader audiences</td>
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<tr>
<td>Guest Speaker</td>
<td>Adam Goodman, President and Principal, The Victory Group (confirmed)</td>
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<tr>
<td>Required Readings/Class Discussion</td>
<td>Review slides: Framing Messages</td>
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<tr>
<th>Apr. 11, 2018 4:00-5:25 pm</th>
<th>CLASS 9: USING THE MEDIA TO GET YOUR MESSAGE ACROSS</th>
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<tr>
<td>Session Learning Objectives</td>
<td>• Describe different types of media</td>
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<td>• Gain skills needed to effectively engage with media</td>
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<tr>
<td>Guest Speaker</td>
<td>Rob Schofield, Executive Director of NC Policy Watch, NC Justice Center (invited)</td>
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<tr>
<td>Readings/Class Discussion:</td>
<td>Review slides: Media</td>
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<td>Required readings:</td>
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<tr>
<th>APRIL 18, 2018 4:00-5:25 pm</th>
<th>CLASS 10: DEVELOPING AN ADVOCACY CAMPAIGN</th>
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<tbody>
<tr>
<td>Session Learning Objectives</td>
<td>Students will take what they learned from prior classes and learn how to integrate the different elements (eg, understanding the policy making processes; identifying different stakeholder groups, working with the media, framing theory, and mobilizing the grassroots) to develop an advocacy campaign.</td>
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<tr>
<td>Readings:</td>
<td>Review slides: Developing an Advocacy Campaign Grassroots organizing and working in coalition</td>
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<td>Required readings:</td>
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<tr>
<td></td>
<td>How to write an advocacy fact sheet and make a short legislative presentation (on Sakai)</td>
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<td></td>
<td>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).</td>
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Optional Reading:


| Assignments | POLICY ADVOCACY PAPER (40% of grade). Each student will prepare an ~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 #5 of the Requirements and Expectations section. Due April 25th. (Note: I’m giving you an extra week after the class session on developing an advocacy campaign. You can turn it in later. If you need extra time, let me know.)

Draft of your fact sheet is due April 25th if you want feedback before your final fact sheet is due. See #6 of the Requirements and Expectations section. |

<table>
<thead>
<tr>
<th>MAY ON-SITE SESSION, TBD</th>
<th>CLASS 12: POLICY ADVOCACY</th>
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<tr>
<td>Session Learning Objectives:</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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<thead>
<tr>
<th>Assignments</th>
<th>Two final assignments are due:</th>
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<tr>
<td>Fact sheet.  Each student will be expected to write a 1-2 page fact sheet.</td>
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<tr>
<td>Presentation. Each student will be expected to give a 2-3 minute presentation to other students. The presentation should be in the format of giving oral testimony in a legislative committee or during a regulatory hearing.</td>
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Bios

**Chip Baggett, JD** is the director of Legislative Relations for the NC Medical Society. He has more than ten years of experience in lobbying for different organizations. Prior to his work with the NC Medical Society, Chip served as the Executive Director of the Buncombe County Medical Society, a sales representative for the pharmaceutical industry, and a fund raiser for a nonprofit organization.

**Adam Goodman** is President and Principal of the Victory Group, and the first Edward R. Murrow Senior Fellow at the Tufts’ Fletcher School. Adam has been producing award-winning work for candidate, corporate and advocacy campaigns across America and Latin America for more than 35 years. He and his team have created and produced work on behalf of candidates and issues in 46 states, from Rudy Giuliani (ni and the Make America Great PAC, to more than three dozen leaders in the US Senate and House of Representatives. Adam provides regular commentary for FOX News, CNN, and MSNBC, and had been cited by The New York Times, Washington Post, Politico, and GQ.

**Steve Keene, JD, LLM, MBA** is general counsel and deputy executive vice president for the NC Medical Society. He has worked as a lobbyist for the NC Medical Society for approximately 22 years. Prior to his work with the NC Medical Society, he lobbied for Mayo Clinic in Jacksonville, FL, and ran the medical economics department for the Florida Medical Association. Steve has a MBA from Georgia Southern University, a JD from NC Central, and a LLM in Health Law from Loyola.

**Rob Schofield, JD** is Director of NC Policy Watch. He has three decades of experience as a lawyer, lobbyist, writer and commentator. At Policy Watch, Rob writes and edits daily online commentaries and handles numerous public speaking and electronic media appearances. He also delivers a radio commentary that’s broadcast weekdays on WRAL-FM and WCHL and hosts News and Views, a weekly radio news magazine that airs on multiple stations across North Carolina.

**Sarah Somers, JD** is Managing Attorney of the National Health Law Program’s (NHeLP) North Carolina office. She specializes in litigation and litigation support to advance access to quality health care for low income and other underserved people. Working with health and poverty law advocates across the country, she engages in litigation, research, writing, and training on the Medicaid program, the Americans with Disabilities Act, and the Affordable Care Act, among other issues.