PUBH 735 – Spring 2017
Politics and Policy in Public Health
Public Health Leadership Program, UNC Gillings School of Global Public Health
SYLLABUS

Course Location, Dates, and Times:
• The course begins January 11, 2017.
• The course will include online readings, team thought pieces (or mini-essays), and short quizzes 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 work with your team to discuss the team thought pieces on policy topics during the following dates:
   • Discussion 1 (Unit 1): January 11 through February 8
   • Discussion 2 (Unit 2): February 9 through March 1
   • Discussion 3 (Unit 3): March 2 through March 22
   • Discussion 4 (Unit 4): March 23 through April 12

You are required to complete the course units (online readings, team thought pieces, and short quizzes) by the following dates:
   • Unit 1: February 8
   • Unit 2: March 1
   • Unit 3: March 22
   • Unit 4: April 12

Team Case Analysis Due: May 2, 2017

Course Professor:
• Lori Carter-Edwards
  o Research Associate Professor, Public Health Leadership Program and Department of Health Behavior; Associate Director of Community Academic Resources for Engaged Scholarship (CARES), NC Translational and Clinical Sciences Institute (NC TraCS)
  o 4111 McGavran-Greenberg Hall, Gillings School of Global Public Health, 135 Dauer Drive CB#7469, Chapel Hill, NC 27599-7469
  o lori_carter-edwards@unc.edu; 919.597.0275 (for scheduled calls, or text for urgent matters)

Co-Instructor:
• Anant Kumar
  o Associate Professor at Xavier Institute of Social Service, Ranchi, India
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Teaching Assistant:
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  o 2nd Year Masters Student, Public Health Leadership Program
  o dgogarza@live.unc.edu
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 examples. Policy development includes: 1) low income 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 rationale 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 low income public health policy, both listening to community members about public health issues, and 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 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 policy surrounding public health issues, with emphasis on resource limited settings.

Development in and practice of skills in policy development will be assessed through online mini-quizzes, informal team discussions of current health policy issues of interest, brief essays (or thought pieces), course participation, and a team case analysis report. A collaborative learning approach will be used to capitalize on the unique and valuable experiences of the course participants and instructors.

Learning Objectives and Competencies
Objectives:
- Define policy and policy development in different income countries;
- Describe theories of the policy process and policy change;
- Discuss the policymaking process in the U.S. and other countries, 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;
- Conduct a comparative health policy analysis between the U.S. and a different country.

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 discussions, 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/tutorials, 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 team case analysis report. A team case analysis report, which is a detailed product compiled by individuals working in their assigned team over the course of the class, demonstrates the knowledge of principles 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 and designed to cover a set of resources you can refer to long after taking the course. Complete the required readings for each lesson first before proceeding to tutorials and assignments. Reading materials are found in required textbooks or are available online in each lesson. It is recommended you work with your team to collectively assign and summarize the reading assignments. Required readings are listed below. Supplemental readings and news on current, relevant topics will be listed and available on the Sakai site.

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

- **Short Videos:** Throughout the course, as needed, the instructors will try to provide short videos (through Video Thread) to supplement explanations on key points.

- **Online Discussions:** Online discussions with the instructors will provide you and your team an opportunity to ask questions about the reading material and your ideas for your Team Case Analysis. Online discussions foster opportunities for discussing current news. Interactive teleconferences during each unit will be scheduled for approximately 30-45 minutes and recorded through Blackboard Collaborate. Discussions will also be held through two Blue Jeans videoconferencing sessions to allow students to gain exposure to the other classmates’ team case analysis report topics and provide feedback.

- **Short Quizzes:** This component of each unit is designed to help you reinforce and apply concepts presented in the lesson. You will be asked questions to reflect you have reviewed the tutorials and read the assigned readings. Questions will reflect key concepts from the core readings. You will be able to choose to answer three questions among a set of questions. Better responses are concise and reflect an understanding of the concepts covered in the tutorials and readings. **Lengthy responses are unnecessary. Responses may**
be submitted in outline form, assuming enough information is provided. The short quizzes are individual, not team, activities.

- **Thought Pieces (Mini-Essays):** The thought pieces, or mini-essays are team assignments designed for you to critically and collaboratively reflect on the readings, tutorials, and your experiences to analyze a current event or situation related to the policymaking process. A thought piece of approximately 4-5 double-spaced pages (not including references) will be due for each unit. Where it makes sense to use an example, your team may choose to respond using examples associated with the topic you choose for your Team Case Analysis (see case analysis description below). It is also recommended that your team assign a moderator for each thought piece to help guide the process of completing the assignment. Please use the following filename convention when you save your documents and turn them in: [TeamX_ThoughtPiece_UnitX_yyyy-mm-dd]. For example, if Team A is turning in a thought piece for Unit 3, the filename should be **TeamA_ThoughtPiece_Unit3_2017-03-22**.

- **Discussion Forums:** Beyond other forms of communication, your team can, in part, use the discussion forum to discuss these ideas. Preparation for the thought pieces and the case analysis (described below) is a good opportunity to demonstrate your contribution to your team’s efforts. A quality post in a discussion forum is one that:
  
  - Shows consideration of any questions raised by the instructor (where applicable);
  - Draws on course readings, other readings, or current and newsworthy events to illustrate points; and
  - Builds on the ideas, thoughts, and experiences of fellow students.

When starting a discussion forum thread, title your threads with a phrase that appropriately reflects your discussion topic rather than the name of a team member (e.g., use such titles like: a) Current challenges with the Affordable Care Act; or b) A statewide breastfeeding policy may not be possible; etc. versus Jane Doe’s thoughts). Do not have each person in your team start a new thread to discuss the same topic. Follow the existing thread unless you are starting a discussion on a totally new topic or topic area. While there is not a set number of comments one must enter into the discussion forums, please be reminded that your peers as well as the instructors will evaluate your participation in the course, which includes initiating or providing feedback on a topic.

- **Team Case Analysis:** A detailed case analysis, compiled by individuals working in their assigned team 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 team’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.

It is recommended that your team assign moderators for the various components of the case analysis. You will spend much of the last month of the class working on completing your case analysis. A detailed description of the team case analysis instructions is described near the end of the syllabus. Please use the following filename convention when you save your case analysis report and turn them in: [TeamX_CaseAnalysis_yyyy-mm-dd]. For example, if Team C is turning in its case analysis report, the filename should be **TeamC_CaseAnalysis_2017-05-02**.
Resources

**Required Text:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>Location</th>
<th>ISBN</th>
<th>Price</th>
</tr>
</thead>
</table>

**Course Website:**

- Sakai at https://sakai.unc.edu/portal use ONYEN and password to login; site: PUBH735.01W.SP16
- 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/](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 students’ final grade will be based on a combination of short quizzes (10%), team thought pieces (20%), class and team participation (20%), and a team 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 team 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:

<table>
<thead>
<tr>
<th>Grade Composition</th>
<th>Points</th>
<th>Weight</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Quizzes</td>
<td>20</td>
<td>10%</td>
<td>Individual</td>
</tr>
<tr>
<td>Team Thought Pieces (Mini-Essays)</td>
<td>40</td>
<td>20%</td>
<td>Team</td>
</tr>
<tr>
<td>Participation</td>
<td>40</td>
<td>20%</td>
<td>Individual and Team</td>
</tr>
<tr>
<td>Course Participation</td>
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<tr>
<td>Peer Evaluation</td>
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<td></td>
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</tr>
<tr>
<td>Team Case Analysis Report</td>
<td>100</td>
<td>50%</td>
<td>Team</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>
**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 mid-course and 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 team 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 on Page 1). **Do not wait until the last minute to read the course materials for each unit.** It is recommended you use your moderator schedule with your team to collectively summarize the readings. **Planning is key to making the reading schedule feasible for completing the assignments and quizzes.** All other supplemental readings are available online on the course materials page in Sakai OR in the reserve list on Sakai.
- If there is something you do not understand, ask a question. Email Drs. Carter-Edwards, Anant Kumar, and Diego Garza at lori_carter-edwards@unc.edu, pandeyanant@hotmail.com, and dgogarza@live.unc.edu. **Please feel free to ask any question, as it is likely something that other class members might also seek clarity or understanding.**
- Questions and replies that are addressed with Drs. Carter-Edwards, Anant Kumar, or Diego Garza 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 team 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.
INTRODUCTION: PREPARATION FOR TEAMWORK

Learning Objectives:
- Describe the characteristics of a successfully functional team
- Create a plan for completing team assignments (thought pieces and case analysis)

- Introduction Tutorial: Tools and Techniques for Working in Teams: Introduction to Team Development
- Assignment: Create a team charter and a moderator schedule (see samples below on pages 14-16 and in Sakai)

UNIT 1: OVERVIEW OF THE HEALTH POLICYMAKING PROCESS

Unit Learning Objectives:
- Gain knowledge in health policy development in different resourced countries.
- Develop skills in health policy development in different resourced countries.
- Describe key elements in the health policymaking process in different resourced countries.
- Gain analytical skills to conduct comparative health policy analysis between different resourced countries.

- Lesson 1: Promoting Health through Public Policy

  Lesson 1 Learning Objectives:
  - Define policy and policymaking.
  - Express the meaning of health in the context of policymaking.
  - Explain the goals of health policymaking.
  - Discuss the role of government in health policy.
  - Distinguish among components of a strategy for health policymaking.

  a. Required Readings
     - Links to other supplemental reading materials will be available on Sakai.

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

- Lesson 2: Theories of the Policy Process

  Lesson 2 Learning Objectives:
  - Express the complexity of the policymaking process.
  - Recognize a variety of frameworks or approaches to explaining the policy process.
  - Identify and understand the elements of the political community relevant to policymaking.
  - Contrast the model of society as a market with that of the political community.

  a. Required Readings:
     - Links to other supplemental reading materials will be available on Sakai.

  b. Unit 1 Lesson 2 Tutorial Presentation (Available in course materials)
c. Team Question, Answer, and Online Discussion with Instructors (see course calendar at the end of the syllabus)

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

**Lesson 3 Learning Objectives:**
- Review the roles of the executive, legislative and judicial branches of U.S. government in the policymaking process.
- Compare and contrast the functions of players inside government and their influences on policy agendas and the generation of policy alternatives.

**a. Required Readings:**
- *Links to other supplemental reading materials will be available on Sakai.*

**b. Unit 1, Lesson 3 Tutorial Presentation (Available in course materials)**

- Lesson 4: Overview of the Policymaking Process in Different Income Resource Settings

**Lesson 4 Learning Objectives:**
- Discuss health policy and programs in different resourced countries.
- Describe the health policymaking process in India.
- Critically review key health policies and their impact in India.
- Explain the role of non-governmental and non-state actors (Corporate sector and civil society) in policymaking.

**a. Required Readings**
- *Links to other supplemental reading materials will be available on Sakai.*

**b. Unit 1, Lesson 4 Tutorial Presentation (Available in course materials)**

- **Unit 1 - Individual Short Quiz and Team Thought Piece**
  You will find the questions and instructions for the individual quizzes in the Tests and Quizzes tab and team thought piece questions in the Assignments tab in Sakai.
UNIT 2: FACTORS AFFECTING THE POLICY PROCESS

Unit Learning Objectives:
 Gain knowledge about key elements that impact the development and direction of policy.
 Gain skills in critically assessing roles of stakeholders in the policymaking process in the U.S. and in low income countries.

Lesson 1: The Policy Environment

Lesson 1 Learning Objectives:
 Describe the environmental conditions (social, economic, political, and organizational) that form the backdrop for the policymaking process.
 Identify examples of environmental factors that influence the shape, pace and direction of policymaking processes.
 Discuss the role of government in health policy.

a. Required Readings
 Links to other supplemental reading materials will be available on Sakai.

b. Unit 2, Lesson 1 Tutorial Presentation (Available in the course materials)

c. Video Thread on Case Analysis (Available in the course materials)

Lesson 2: Stakeholders and Interest Groups

Lesson 2 Learning Objectives:
 Define the term “stakeholders” and discuss their interests and roles in the policymaking process.
 Identify and categorize examples of key stakeholders in the policymaking process.

a. Required Readings:
 Links to other supplemental reading materials will be available on Sakai.

b. Unit 2, Lesson 2 Tutorial Presentation (Available in the course materials)
Lesson 3: The Role of the Media: An Overview

Lesson 3 Learning Objectives:
- Examine the role of the media in the policymaking process.
- Discuss the strategic advantages and challenges when involving the media in the policymaking process.

a. Required Readings:
   - Links to other supplemental reading materials will be available on Sakai.

b. Unit 2, Lesson 3 Tutorial Presentation (Available in the course materials)

UNIT 3: STAGES OF POLICY DEVELOPMENT

Unit Learning Objectives:
- Describe elements of the policymaking cycle.
- Gain skills in identifying and critically assessing policy alternatives/modifications.
- Discuss implications associated with policy alternatives/modifications.

Lesson 1: Problem Definition and Goals

Lesson 1 Learning Objectives:
- Identify and define policy problems.
- Apply problem definition in the policy development process.

a. Required Readings:
   - Links to other supplemental reading materials will be available on Sakai.

b. Unit 3, Lesson 1 Tutorial Presentation (Available in the course materials)

Lesson 2: Goals and Evaluation Criteria

Lesson 2 Learning Objectives:
- Identify and describe the goals or objectives to be obtained via policy.
- Apply goals as criteria for the evaluation of a given policy.
a. Required Readings:
   - Links to other supplemental reading materials will be available on Sakai.

b. Unit 3, Lesson 2 Tutorial Presentation (Available in the course materials)
   - Lesson 3: Identifying and Evaluating Policy Alternatives

   *Lesson 3 Learning Objectives:*
   - Generate alternative policies.
   - Distinguish among and evaluate various policy options.

a. Required Readings:
   - Links to other supplemental reading materials will be available on Sakai.

b. Unit 3, Lesson 3 Tutorial Presentation (Available in the course materials)
   - Unit 3 – Individual Short Quiz and Team Thought Piece
     You will find the questions and instructions for the individual quizzes in the Tests and Quizzes tab and team thought piece questions in the Assignments tab in Sakai.

UNIT 4: PROMOTING POLICY

*Unit Learning Objectives:*
   - Discuss the role of advocacy in promoting health policy.
   - Identify different advocacy strategies for promoting policy.

   *Lesson 1: Strategies for Advocates*

   *Lesson 1 Learning Objectives:*
   - Explain how to develop an advocacy agenda.
   - Identify strategies for moving policies in the desired direction.

a. Required Readings:
- Links to other supplemental reading materials will be available on Sakai.

b. Unit 4, Lesson 1 Tutorial Presentation (Available in the course materials)

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

**Lesson 2 Learning Objective:**
- Understand the basics of strategic communication through the media.

a. Required Readings:
- Advanced Tools and Tips for Advocates (Traditional Media Tools) (2012). FamiliesUSA
- Media Basics: Storybanking (2011)
- Links to other supplemental reading materials will be available on Sakai.

b. Unit 4, Lesson 2 Tutorial Presentation (Available in the course materials)

- Lesson 3: Online advocacy in public policy and for nonprofits: The basics AND understanding the limits on online electioneering and campaigning

**Lesson 3 Learning Objectives:**
- Gain a basic understanding of online advocacy.
- Gain an understanding of the political limits within which charitable nonprofit organizations must work.

c. Required Readings:
- “Online Politics 101” 2011 (Pages 1-35 and pages 56-58).
- “Influencing Public Policy in the Digital Age: The law of online lobbying and election-related activities” Allen Mattison, Alliance for Justice, 2011 (pp 1-10).
- Links to other supplemental reading materials will be available on Sakai.

d. Unit 4, Lesson 1 Tutorial Presentation (Available in the course materials)

- Individual Short Quiz and Team Thought Piece
Policy Development PUBH735

Project Team Charter

A Team Charter is a proven strategy to increase clarity and foster a common sense of direction and mission among team members – an important foundation for team success. By articulating common goals and agreed upon norms and a code of conduct at the start of your project, a team charter can help save time, promote effective team development and cooperative group work. During your team’s introductory meeting, please discuss and complete the Sample Template provided on page 2 of this document to create a customized Project Team Charter for your team.

For your team’s charter:

1. If you have not already, select a name for your team based on your project topic.

2. Replicate the sample “Team Project Charter.” While we encourage you and your team to customize this template, please include the following elements in your team charter:

   • List team member names and highlight skills and challenges each brings to the group. As a team, try not to rely on individual contributions that build on existing skills; this is a learning opportunity in which you can support one another in different proficiency in new areas.

   • Identify team project goals; while sample goals have been included in the template, your team should decide how to modify or expand upon these examples.

   • Discuss and list team member ground rules and strategies to be used to address common issues and challenges associated with group work. Again, customize the examples provided to reflect your own team’s discussion and agreed upon process.

   • Use the development of your team charter as a jumping off point for discussing good times to meet, preferred communication strategies, and ways to promote good process (shared leadership and supportive group dynamics) and good products (complete assignments submitted on time).

Please post your completed project team charter to your team’s shared workspace/discussion board area on Blackboard and email a copy to the instructors.
# Sample Project Team Charter

(also available in Sakai)

<table>
<thead>
<tr>
<th>Team Members Names</th>
<th>Strengths/Challenges Members Bring to the Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>Writer, creative; travels a lot with work</td>
</tr>
<tr>
<td>John Doe</td>
<td>Works in public health; big picture, not detail oriented</td>
</tr>
<tr>
<td>Jack Doe</td>
<td>Has managed projects before; enjoys writing/editing</td>
</tr>
<tr>
<td>Just Frank</td>
<td>Very organized, good with keeping deadlines; not available Thurs or Fri</td>
</tr>
</tbody>
</table>

## Team Project Goals

- Members are fully committed to the common goal and mission.
- Members are mutually accountable to one another.
- Members respect one another and work collaboratively.
- Members all share in the workload.

## Project Team Member Ground Rules

<table>
<thead>
<tr>
<th>Project Team Member Ground Rules</th>
<th>Solutions to Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work must be submitted on time.</td>
<td>If work is not submitted on time, we will...</td>
</tr>
<tr>
<td>Work must be complete.</td>
<td>If work is not satisfactory, we will...</td>
</tr>
<tr>
<td>All members must attend agreed on meeting times or notify other members of conflicts.</td>
<td>If we set up an agreed upon meeting and a member does not show up, we will...</td>
</tr>
<tr>
<td>All members must consider other member ideas, opinions, and input and behave in a supportive and encouraging manner.</td>
<td>If a member exhibits inappropriate or disrespectful behaviors towards others, we will...</td>
</tr>
<tr>
<td>Decisions will be made by (consensus or majority rule).</td>
<td>If a decision is contentious, we will...</td>
</tr>
<tr>
<td>All members must contribute equally.</td>
<td>If a member fails to participate or contact us for several days, we will...</td>
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<td>We will attempt to resolve all problems within our team by contacting members and discussing issues.</td>
<td>We will ..... If we still find ourselves unable to resolve the issue, we will...</td>
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Group case analyses will vary in length, and there is no predetermined minimum or maximum number of pages required. Write-ups may be single-spaced. Most will require approximately 10-12 single-spaced pages not including references. In addition to the work that goes into the content of your analysis, careful attention should be paid to spelling, punctuation, grammar, and presentation – analyses should be written concisely and organized in a way that facilitates reading.

The steps outlines below have been assigned sequentially to each of the course units to help you pull the material together for the final analysis as the course progresses. You will turn in the final analysis roughly two weeks after the end of Unit 4, as per the syllabus.

The final team report write-up should include the group number and group members’ names. Please name the file case_analysis_group# and deposit it in the Team Case Analysis assignment file in your team/group area.

Team Case Analysis Step 1
Within your assigned team, discuss problems in health policy that are of interest to you as individuals. Topics will vary among individuals according to personal experience, professional experience and worldview. Later you will choose one topic as a team to develop for your team case analysis.

Some examples of problems that could be developed in a case analysis:
- Immediate impact of abolishment of Obamacare
- Conditional cash transfer or incentive-based schemes in India
- Corporate influence on government health policies or in academic research institutions
- Increasing cases of diabetes and hypertension in India
- Increasing rates of asthma
- Methyl mercury pollution
- Privatization of healthcare in India
- Racial and ethnic health disparities in the U.S.
- School meals that don't meet federal nutrition guidelines
- Social determinants affecting the health of marginalized and excluded populations in India
- Soft drinks and junk foods sold in schools
- The high rate of medical errors
- The rising cost of prescription drugs in the U.S.
- Unequal access to health services in the U.S.
- Unequal access to healthcare services in U.S. and India: A comparative analysis
- Urban sprawl
- USDA management of mad cow disease in the U.S.
- And many others ...

Team Case Analysis Step 2
Within your assigned team, decide on a health policy topic to develop for your team case analysis. Narrow it. For example, rather than tackling the worldwide HIV/AIDS epidemic, you might choose to focus on needle exchange policy in urban settings; instead of the broad topic of childhood obesity, you might choose to focus on vending machine policy in public schools.

Using Kingdon’s five categories of stakeholders, list and categorize the stakeholders that you can identify have an interest in the policy. You should be able to list at least 15-20 stakeholders. These can include specific legislators who might be considered “government officials acting as lobbyists” – in other words, members of
Congress or the state legislature who have taken a lead in addressing the policy. However, it’s possible you won’t identify a stakeholder in each of the five categories. Also identify the policy keeper. Assign a member of your team to retain a record of the team’s consensus on this list. It can be modified later, but you will use this information toward the end of the term in completing your case analysis write-up.

Next, begin discussing the policy environment. Within your team, discuss the political, social, economic, and organizational conditions that comprise the policy environment for the issue you chose. You may have to do some research to find this information. Identify team members who will be the repository of notes for each of these conditions. You will refer back to this information near the end of the term when you compile your case analysis.

**Political conditions:** Defined as the agendas and priorities of those involved in the policy process. You might ask yourselves such questions as:
- How public is the debate?
- How is the mass media covering the process?
- At what level of government did/would the policy action begin?

**Social conditions:** The demographic character of the population, the opinions of consumers, taxpayers, voters, audiences, and the mass media, as well as expectations derived from previous experiences. You might ask yourselves such questions as:
- What are the opinions of the general public? (e.g., consumers, taxpayers, voters, and audiences?)
- What are the opinions being expressed by the mass media?
- What expectations based on previous experiences are in existence pertaining to this policy?

**Economic conditions:** The economy and distribution of resources, including the economic impact of the policy on stakeholders. You might ask yourselves such questions as:
- What are the policy goals? (in economic terms?)
- What tools and resources are available for designing and financing the policy?
- Which interested parties stand to gain or lose financially based upon the outcome of the policy?

**Organizational conditions:** The intra- and inter-organizational relationships and hierarchies. You might summarize such information as:
- Who are the organizational players?
- What are their interests? *
- What are their resource bases? (You can use size of budget and staff as proxies for organizational resources)
- What resources might be committed to activities pertaining to the proposed policy?

* Note that organizations’ policy interests might include:
  - **Control** – an organization’s ability to guide or manage a process
  - **Image** – the mental perception or conception of attitude or orientation held by others with regards to another organization. For example, the image of an organization may be that of caring for the welfare of children or of scientific integrity or competence. **Administrative flexibility** – the extent to or ease with which an organization might be able to respond to change or circumstances.
  - **Financial** – stake in matters pertaining to an organization’s money or other liquid assets.
  - And there may be others …

**Team Case Analysis Step 3**

Complete the next steps in your team case analysis at whatever pace makes sense for your team. It would be best to work on each step after completing the corresponding lesson so that all members can fully participate and contribute. However, not everyone may be at the same place in the course at this point. Decide amongst
yourselves what makes sense for your team, even if it means waiting until later in the term to complete these steps.

**Problem Definition**
Compose a problem statement for your case. Refer to your text and lesson activities to assist you. Note that there are many forms this problem statement may take, including the use of symbolism as described in the Stone text.

**Goals and Evaluation Criteria**
Identify the goals or objectives to be attained via the policy. Consider equity, efficiency, security, and liberty. Consider who the recipients will be, how the “item” to be distributed should be defined, and the process for distribution.

**Identify and Evaluate Policy Alternatives**
Generate several policy alternatives. Use whatever approaches make sense in your case, including brainstorming, listing alternatives used by others in analogous situations, and writing scenarios (we will not likely use researched analysis and experiments here!).
Distinguish among these policy alternatives. Use matrices or other ways to summarize the advantages and disadvantages of each and aid in comparisons. Evaluate them based on such criteria as technical feasibility, congruence with the values of community members, anticipation of future constraints, including budget constraints, public acceptability and politicians’ receptivity. You can organize this information in any way you prefer, but the goal should be clarity, brevity, and ease of use by those who would use the information for decision-making.

**Team Case Analysis Step 4**
Choose one of the policy alternatives or positions that you generated in Step 3. Describe how you would advocate for this position. Think about who your supporters and opponents would be, how you could expand your network of allies, whether or not your opponents may have an issue or concern that might be able to be neutralized by a negotiated compromise, and so on.

Next, discuss approaches you might use in communicating your position to policy makers. List some additional ways you might mobilize others to support the issue. Finally, are there aspects of the policy that would make it likely to be covered by the media?

Do you see a role for a coalition in this case? Why or why not? If so, consider the following questions:
- How many organizations would ideally comprise this coalition? What considerations would go into determining its size?
- Which groups might you recruit for membership? How would you go about recruiting members?
- Should members include only individuals representing organizations, or would you also include individuals who do not represent an organization but are leaders in their fields? Why?
- Are there any groups you would not consider including in the coalition? Why or why not?
- Who do you think should be in charge of the coalition? Why?
- Describe how meetings might practically be planned in terms of location and any other factors you think are important. How might decision-making be handled?

Finally, discuss the role of community partnerships in this policy process. What specific measures might you take to ensure community participation?
### PUBH735 – SPRING 2016 COURSE CALENDAR OVERVIEW

<table>
<thead>
<tr>
<th>Unit</th>
<th>Start Date</th>
<th>Title</th>
<th>Activity/Assignment</th>
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| Intro | Jan 11 | **Introduction:** Tools & Techniques for Working in Teams in an Online Learning Environment: Intro to Team Development | • Introductions  
• Develop Team Charter and Moderator Schedule | Jan 18 |
| Unit 1 | Jan 11 | **Overview of the Health Policymaking Process**  
Lesson 1: Promoting Health through Public Policy  
Lesson 2: Theories of the Policy Process  
Lesson 3: The Policy Process in the U.S.  
Lesson 4: Overview of the Indian Health Policymaking Process | • Team Question, Answer, and Online Discussion with Instructors*  
• Readings for Lessons 1-4  
• Short Quiz (Individual)  
• Team Thought Piece (Group)  
• Team works on Team Case Analysis Step 1 (problem topic) | Jan 31, Feb 2 |
| Full Class Videoconference Session #1 | Feb 21 | | | |
| Unit 2 | Feb 9 | **Factors Affecting the Policy Process**  
Lesson 1: The Policy Environment  
Lesson 2: Stakeholders and Interest Groups  
Lesson 3: The Role of the Media: a Theoretical Overview | • Team Question, Answer, and Online Discussion with Instructors*  
• Readings for Lessons 1-3  
• Short Quiz (Individual)  
• Team Thought Piece (Group)  
• Teams work on Team Case Analysis Step 2 (topic refinement, list of stakeholders, and the policy environment)  
**COMPLETE MID-SEMESTER PEER EVALUATIONS** | Feb 22, 23 |
| Unit 3 | Mar 2 | **Stages of Policy Development**  
Lesson 1: Problem Definition and Goals  
Lesson 2: Policy Agenda Setting: Goals and Evaluation Criteria  
Lesson 3: Identifying and Evaluating Policy Alternatives and Modification | • Team Question, Answer, and Online Discussion with Instructors*  
• Readings for Lessons 1-3  
• Short Quiz (Individual)  
• Team Thought Piece (Group)  
• Teams work on Team Case Analysis Step 3 (problem definition, goals and evaluation criteria, and policy alternatives and modification) | Mar 8, 9 |
| Unit 4 | Mar 23 | **Promoting Policy**  
Lesson 1: Strategies for Advocates and Interest Groups  
Lesson 2: Strategic Communication in Public Policy Advocacy  
Lesson 3: Online Advocacy in Public Policy: Strengths and Limitations | • Team Question, Answer, and Online Discussion with Instructors*  
• Readings for Lessons 1-3  
• Short Quiz (Individual)  
• Team Thought Piece (Group)  
• Teams work on Team Case Analysis Step 4 (advocacy for policy alternative) | Apr 5, 6 |
| Full Class Videoconference Session #2 | Apr 18 | | | |
| Apr 28 | **Last Day of Classes** | • Team Case Analysis Due  
**COMPLETE COURSE AND PEER EVALUATIONS** | May 2 |

*The team question, answer and online discussion is the time the instructors will be available for question and answer via Blackboard Collaborate. For each unit, your team will have the opportunity to secure a 30-minute block of time to have an online discussion with the instructors. If you cannot be available, a recording of the discussions for your team will be made available via Blackboard Collaborate. Note: When working on your case analysis steps during each unit, no assignment is due to turn in.