

Department of Health Science

Course Syllabus: **HLS 458/MPH 558- Public Health Resources & Policy Analysis (WebCt enhanced)**

Spring 2006-Tuesday 2:35 PM- 5:20 PM, Room HSS 318

Faculty:

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Office Hours: HHS, Room 307

Office Hours: Tuesday 1:00-2:30 PM & 5:15-5:45PM; Wednesday 11:00-1:00 PM; Thursday 11:30-1:30 PM& 5:00-6:00PM or by appointment

Required Texts:

1. Lamm, Richard D. *The Brave New World of Health Care*. Golden, CO: Fulcrum Publishing 2003.
2. Litman, Theodor J. & Robins, Leonard S. *Health Politics and Policy* (3rd edition). Albany, NY: Delmar Publishing Co, 1997.
3. Dearing, James W. & Rogers, Everett M. *Agenda-Setting*. Thousand Oaks, CA: Sage, 1996.

Supplemental Reading:

4. Kingdon, John W. *Agendas, Alternatives and Public Policies*. (2nd edition). Menlo Park, CA: Addison Wesley Longman, 2003.
5. Assigned Articles, distributed by instructor
6. American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed). Washington, D.C.

Course Description: This course covers issues related to U.S. Public Health Policy and allocation of resources. Examination of local, state and federal public health and health care funding. Assessment of impact of health policy on health promotion and health education, medical practice and the workplace. Three credits

This course supports MPH Program Objectives D, F and G as evidenced by the following course objectives. At the conclusion of this course the student will be able to:

1. Analyze social, cultural, demographic and political factors that influence decision-makers
2. Prepare a written document that provides a convincing argument in support of a complex health issue
3. Describe how research results inform health policy development
4. Use research results to inform health policy development
5. Prepare and present a persuasive argument in support of a complex health issue
6. Assess the political climate of an organization, community, state and nation regarding conditions that advance or inhibit goals/policies of health program
7. Develop strategies to reinforce or change organizational culture to achieve program goals/policies
8. Develop strategies to influence health policy
9. Identify ways that health policy is developed and changed including health education advocacy
10. Describe how agenda-setting and health education advocacy is used to influence health policy development
11. Discuss the role of networking and coalition building in influencing health policy
12. Develop and evaluate health policy documents

Setting: This course utilizes a variety of teaching techniques, including collaborative learning, large and small group discussions, case studies, lectures and student reports. All students are expected to be prepared for class discussion.

Course Policies and Procedures:

1. Due to the highly interactive nature of this course, student attendance and participation is critical. Absenteeism, tardiness, and lack of participation will be reflected in the student's grade.
2. Student preparation for class discussion and group interactions (class participation) is required.
3. Writing assignments must be presented in the following format: APA style, 12-font and double spaced word processed, no hand-written assignments accepted.
4. The grade of "incomplete is strongly discourage and granted only after conferring with instructor.
5. Papers, projects and presentations must be completed or turned in on the assigned due date. If you know in advance that you will have to miss a class in which an assignment is due, you may make arrangements with the instructor to turn the assignment in early
6. Exams are based on information presented/discussed in class and class readings.
7. Make-up presentation(s) and/or mid-term and final exam cannot be made-up unless the student obtains prior approval from the instructor. A student anticipating missing an exam or presentation must contact the instructor to obtain approval **prior** to the scheduled date.
8. At the end of the term an assessment of attendance and class contributions are made. 10% of your grade is based on class participation. The final grade may be affected if point total is borderline.
9. Peer feedback is strongly encouraged, however critiques must be stated in a constructive, professional manner.

HLS 458 Undergraduate Student Assignments

(1) Issue/Controversy Research Paper: Each student will prepare and submit a 4-5 page issue (pros And cons) research paper on a public health issue in the required format and class presentation for 5 minutes. Please keep in mind in an issue paper the first step is to identify the issue, then focus on examining controversial viewpoints, explaining the pros and cons of contrasting perspectives. (*Examples: Medicare Prescription Benefit, Institutional Care vs. At Home Care for the Dependent and Frail*) The specific issue topic shall be arranged by each student with confirmation by the instructor. For research paper guidelines, refer to course policies and procedures. Include a title page, in-text citations and a separate reference sheet following APA format. DUE: Issue/Controversy research paper is due on Tuesday, February 21st. Possible 25 points. Use assignment drop box submission.

(2) Agenda-Setting/Health Education/Public Health Advocacy Research Paper - Prepare a 6-7 page research paper on agenda-setting and health education/public health advocacy in the required format and class presentation for 6-7 minutes. Focus is on agenda-setting and advocacy mechanism factors as applied to health promotion, health education and public health. *Examples: Obesity and Diabetes Prevention, U.S.-Mexico Border Health.* Each student shall arrange the specific focus on agenda-setting and advocacy with the instructor. Format required includes a title page, in-text citations and a separate reference sheet according to APA format. DUE: Agenda-setting/advocacy research paper is due on Tuesday, April 4th. Possible 50 points. Use assignment drop box submission

(3) Health Policy Analysis and Formulation Paper- This paper represents your final course assessment. Select a proposed or existing public health or health promotion policy and prepare a 7-8 page health policy analysis and formulation research paper. Focus includes a brief issue analysis, a description of the related agenda-setting/advocacy strategies, brief resource allocation information and formulation of recommendations for policy reform. *Examples: School-based Vending machine policy/Obesity Prevention, County Clean Water Act and Standards or Youth Suicide Prevention Policy.* Student shall arrange an existing, specific policy for this paper with the instructor. Format required includes a title page, in-text citations and a separate reference sheet according to APA format. **No class presentation.** DUE: Policy analysis and formulation paper is due Tuesday, May 9th. Possible 50 points. Use assignment drop box submission.

Mid-term– A *Mid-term exam for all students:* Week 8, Available Mon 3/13 through Tuesday 3/14, please check mid-term drop box for specific instructions. Covers all material during the first eight weeks of the

term, content for weeks 1-8 on the syllabus. Exam consists of essay questions. Due: 11:00 PM Tuesday, March 14th. Possible 50 points.

HLS 458 Grading and Evaluation:

- 25 (12.5%) Issue paper and discussion– 25 possible points
- 50 (25%) Agenda-setting/Health education advocacy paper and presentation-50 possible points
- 50 (25%) Mid-term Exam – 50 possible points
- 50 (25%) Health Policy analysis and formulation Paper (Final Assessment) – 50 possible points
- 25 (12.5%) Class Participation – 25 possible points
- 200 *total points possible

Assessment:

200 - 180 = A 179 - 160 = B 159 - 140 = C 139 - 120 = D 119 and below = F

According to NMSU grading policies, pluses and minuses may be awarded by the instructor.

MPH 558 Graduate Student Assignments:

(1) Issue/Controversy Research Paper - Each student will prepare and submit a 6-7 page issue (pros and cons) research paper on a public health issue in the required format and class presentation for 6-7 minutes. Please keep in mind in an issue paper the first step is to identify the issue, then focus on examining controversial viewpoints, explaining the pros and cons of contrasting perspectives. (*Examples: Medicare Prescription Benefit, Institutional Care vs. At Home Care for the Dependent and Frail*) The specific issue topic shall be arranged by each student with confirmation by the instructor. For research paper guidelines, refer to course policies and procedures. Include a title page, in-text citations and a separate reference sheet following APA format. DUE: Issue/Controversy research paper is due on Tuesday, February 21st. Possible 50 points. Use assignment drop box submission.

(2) Agenda-Setting/Health Education/Public Health Advocacy Research Paper - Prepare an 8-9 page research paper on agenda-setting and health education/public health advocacy in the required format and class presentation for 8-9 minutes. Focus is on agenda-setting and advocacy mechanism factors as applied to health promotion, health education and public health. *Examples: Obesity and Diabetes Prevention, U.S.-Mexico Border Health.* Each student shall arrange the specific focus on agenda-setting and advocacy with the instructor. Format required includes a title page, in-text citations and a separate reference sheet according to APA format. DUE: Agenda-setting/advocacy research paper is due on Tuesday, April 4th. Possible 75 points. Use assignment drop box submission

(3) Health Policy Analysis and Formulation Paper- This paper represents your final course assessment. Select a proposed or existing public health or health promotion policy and prepare a 10-11 page health policy analysis and formulation research paper. Focus is on agenda-setting, advocacy and health policy mechanism factors as applied to an existing health promotion or public health policy. Include a brief issue analysis, a description of the related agenda-setting/advocacy strategies, brief resource allocation information and formulation of recommendations for policy reform. *Examples: School-based Vending Machine Policy, Obesity Prevention, County Clean Water Act, and Standards or Youth Suicide Prevention Policy.* Each student shall arrange an existing, specific policy for this paper with the instructor. Format required includes a title page, in-text citations and a separate reference sheet according to APA format. **No class presentation.** DUE: Policy analysis and formulation paper is due Tuesday, May 9th. Possible 75 points. Use assignment drop box submission.

Mid-term– A *Mid-term exam for all students:* Week 8, Available Mon 3/13 through Tuesday 3/14, please check mid-term drop box for specific instructions. Covers all material during the first eight weeks of the term, content for weeks 1-8 on the syllabus. Exam consists of essay questions. Due: 11:00 PM Tuesday, March 14th. Possible 50 points.

MPH 558 Grading and Evaluation:

50	(18.2%)	Issue paper and discussion–	50 possible points
75	(27.3%)	Agenda-setting/Health education advocacy paper and presentation-	75 possible points
50	(18.2%)	Mid-term Exam –	50 possible points
75	(27.3%)	Health Policy Analysis and Formulation Paper (Final Assessment) –	75 possible points
<u>25</u>	(9%)	<u>Class Participation</u> –	25 possible points
275		<i>*total points possible</i>	

Assessment:

275 - 248 = A 247 - 220 = B 219 - 193 = C 192 - 165 = D 164 and below = F

According to NMSU grading policies, pluses and minuses may be awarded by the instructor.

Undergraduate and Graduate Optional Extra Credit: Read and abstract 3 articles on health education advocacy, agenda-setting or health policy formulation from appropriate professional health education, health promotion, public health social policy professional journals. Summarize background information, research methods and study results, giving recommendations and conclusions in approved format. (<1 page, approved professional format is required; please attach copy of each article) Satisfactory/unsatisfactory grading will be used. A grade of satisfactory = 10 points for a possible maximum grade increase of one half (ie B- to B) to a student's cumulative final course grade. Due: Optional typed abstracts due on Tuesday, May 2nd.

Academic Integrity: In all matters, this class will be governed by the university formal policies and standards on academic integrity.

Course Content and Schedule: The course outline represents the ideal rate of progression, listing the topics to be covered and their sequence. Actual occurrence may vary, with notification of changes.

Course Outline

- Jan 24 Introductions & Overview of Course
Discussion and Student Views on agenda-setting & public health policy, Review of Syllabus
Discuss WebCT enhanced format
- Jan 31: Discuss Preface, Parts One and Part Two (Lamm)
Breaking the Link of Trust and “The Problem” Thinking about the U.S. Health Care System
Finalize Syllabus and discuss WebCT enhanced format (continued)
Review Issue Analysis Paper
- Feb 7: Discuss Parts Three, Four and Conclusions (Lamm); Discuss Issue Analysis Paper
- Feb 14: Discuss CH 1 (LR); Relationship of Government and Politics to Health and Health Care;
CH 2 (LR) The restructuring of the American Health Care system, Conclusion: pp 60-61, “The Rhetoric of Competition”; CH 3 (LR) Gridlock and Breakthrough in American Politics and
CH 4 (LR) The Political Economy of Health Services, “Future Equity Prospects” and Conclusions
pp 100-103; Discussion continued CH 4 (LR) The Political Economy of Health Services, “Future Equity Prospects” and Conclusions pp100-103
- Feb 21: Online WebCt class; no scheduled meeting
Issue paper is due by 11PM. Use assignment drop box.
- Feb 28 Seminar presentation and discussion on issue papers.
What is Agenda-Setting (Dearing & Rogers) CH 1 Agenda-Setting as a political process;
CH 2 (DR) Media Agenda Studies;

- Mar 7: CH 3 (DR) Public Agenda Studies: The Hierarchy Approach, Measuring the Public Agenda;
CH 4 (DR) Public Agenda Studies: Longitudinal Approaches, (DR)
CH 5 Policy Agenda Studies, Media-Policy Relationship; Mid-term review
- Mar 14: Online WebCt class, no scheduled meeting
CH 6 (DR) Studying Agenda-Setting Process; (LR) CHs 1-4; (DR) CHs 1-6, and assigned
Articles Mid-term Exam Covers Lamm Parts 1-4;
Mid-term exam is due by 11:00 PM - Use assignment drop box
- Mar 20-24 Spring Break, EnJOY!! (No Class March 21st)
- March 28: Discussion of Agenda-Setting; Discussion of Health Education/Public Health Advocacy articles
and plans for upcoming paper
- April 4: Online WebCt class; no scheduled meeting
**Agenda-Setting/Health Education/Public Health Advocacy Paper Due 11:00 PM – Use
assignment drop box**
- April 11: Seminar presentations and discussion on Agenda-Setting/Health Education/Public Health
Advocacy Papers; Discuss CH 1 (Kingdon) “How Does An Idea’s Time Come? Agendas,
Alternatives and Public Policies; CH 4 (Kingdon) Process: Origins, Rationality, Incrementalism,
and Garbage Cans
- April 18: Discuss CH 9 (Kingdon) Wrapping Things Up (K);
CH 5 (LR) Presidential Leadership and Health Policy, Case studies of Presidential Leadership
Lessons and Implications; Ch 6 (LR) Congress and Health Policy: “Dynamics without Change?”
CH 8 (LR) State Roles in Health Care Policy
- April 25: Part Three Role of Public Opinion and Interests Groups in Health Policy;
Discuss CH 11 (LR) On Treacherous Ground: The Strategic Choices of Health Interests
Groups”, Allocation of Resources, Fiscal and Budget Implications;
Review Public Health Policy Analysis Paper
- May 2: Online WebCt class; no scheduled meeting
Optional Abstracts final due date – drop off in my office
- May 9: **Policy analysis and formulation papers due at beginning of class today.**
TBA - Tuesday, 3:30PM PM Final Exam -

ENJOY YOUR SUMMER BREAK!!!!

Students with Disabilities:

If you have (or believe you have) a disability and would benefit from classroom accommodation(s), please contact the Services for Students with Disabilities (SSD) Office located at Garcia Annex [Phone: 646-6840; TTY: 646-1918]. If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss any concerns with the Instructor.

Student Responsibilities:

1. Register with SSD and obtain accommodation documents early in the semester;
2. Deliver the completed accommodation and testing form(s) to the instructor(s) within the first two weeks of beginning of classes (or within one week of the date services are to commence);
3. Retrieve the signed form(s) from faculty and return to SSD within five (5) days of receipt from faculty and at least one week before any scheduled exam; and,
4. Contact the SSD Office if the services/accommodations requested are not being provided, not meeting your needs, or if additional accommodations are needed. Do not wait until you receive a failing grade. Retroactive accommodations cannot be considered. All medical information will be treated confidentially.