PH 449- Public Health Policy
Spring quarter 2015
Wednesdays 6-9pm, beginning April 1st
633 N. St. Claire, 18th floor conference room
Instructor: Margie Schaps, MPH
Executive Director, Health & Medicine Policy Research Group
29 E Madison St., Chicago, IL 60606
mschaps@hmprg.org
Phone 312-3724292 x23
Co-instructor: Michael Gelder, MHA
Former Health Policy Advisor to Governor Quinn
3330 Lake St., Skokie, IL 60203
geldermichael@gmail.com
847-5086868
Office hours: by appointment

Course description:

This course will address how public policy development and analysis have an impact on the public’s health. The course is designed to provide students with skills for collecting, analyzing and communicating information on public health policy issues using approaches that would be useful in the policymaking arena. Students will learn what policy is; who the policymakers are in public health; who the people are that are affected by public health policy; the role of advocacy in developing and implementing public health policy, and the major influences in determining what policy gets implemented.

Students will gain experience researching and analyzing public health policy at the local, state and federal levels. Students will understand the array of influences on policymaking and the process that is required to develop and implement public health policy.

Students will become familiar with the major policy issues facing public health today and how they contrast to the public health issues that were current in previous historical time periods. They will also learn how to identify key stakeholders and how policy decisions can lead to different actions by government public health stakeholders and other sectors of the population.

Learning Objectives

Students will be able to:

- Identify, understand and explain current pressing issues in public health policy using multiple perspectives
- Collect and summarize data relevant to an issue, describe policy options available to respond to the issue; articulate the health, fiscal, administrative, legal, social, and political implications of each policy option
- Describe the role of advocacy in the policy formation process and be able to advocate in support of a policy position
- Demonstrate knowledge of various strategies for advocacy (legal, administrative and legislative)
- Demonstrate awareness of current key policy and advocacy issues in public health and be able to write testimony in support of a policy position
- Prepare a policy brief that summarizes a key policy issue and makes recommendations for changes
No text books will be required for this class.

Blackboard™
The syllabus and selected readings will be posted on the course’s Blackboard site, available at https://courses.northwestern.edu/webapps/login if you are registered for the course.

Class assignments

This class focuses on the public health policy making process, the role of advocacy in the policy making process, and policy analysis. There will be four major graded assignments including the development of a policy brief, written testimony on that policy issue, oral presentation on the policy position, and leading a class discussion on a public health policy issue in the news. There will be no quizzes or tests in this class, but there is an expectation that students will have read assignments and come to class prepared to discuss the material.

Student Evaluation

Students will be evaluated based on:

- Written policy brief (30%)
- Written Advocacy Testimony (20%)
- Oral Presentation of Advocacy Testimony (20%)
- Leading class discussion on a public health issue in the news (10%)
- Attendance in and participation in class discussions demonstrating familiarity with assignments (20%)

Classroom participation is essential to the course and will count 20% toward evaluation. In terms of classroom participation I am looking for quality, not necessarily quantity. Some of the things I look for in terms of classroom participation:

- Posing of thoughtful questions relative to our topic(s) of interest
- Integration of readings/assignments into discussion
- Respect for others’ opinions/interests
- Extending ideas/skills covered to new situations
- Participation in in-class exercises
- Contribution to the class project

Course evaluation

The MPH Program administers web-based course evaluations to students for each course near the end of the quarter. Your completion of both the unit (course) and faculty evaluation components is required; failure to complete either of the evaluations will result in an incomplete grade until the evaluations are submitted. You will be sent the web link and instructions via email later in the quarter. You will have about two weeks to complete the evaluations before grades are submitted. Your evaluation of the course and faculty is anonymous; your identity cannot be linked with your responses.
Academic Integrity

Every Northwestern faculty member and student belongs to a community of scholars where academic integrity is a fundamental commitment. The Program in Public Health abides by the standards of academic conduct, procedures, and sanctions as set forth by The Graduate School at Northwestern University. Students and faculty are responsible for knowledge of the information provided by The Graduate School on their Web page at [http://www.tgs.northwestern.edu/academics/academic-services/integrity/index.html](http://www.tgs.northwestern.edu/academics/academic-services/integrity/index.html).

Academic misconduct includes, but is not limited to:
1. Receiving or giving unauthorized aid on examinations or homework
2. Plagiarism
3. Fabrication
4. Falsification or manipulation of academic records
5. Aiding or abetting any of the above

The PPH follows The Graduate School’s procedure for evaluating alleged academic misconduct, as outlined on the TGS website. [http://www.tgs.northwestern.edu/academics/academic-services/integrity/dishonesty/index.html](http://www.tgs.northwestern.edu/academics/academic-services/integrity/dishonesty/index.html).

Faculty reserve the right to use the “Safe Assignment: Plagiarism Detection Tool” that is part of the Course Management System to evaluate student assignments. Information about this tool can be found at [http://www.it.northwestern.edu/education/course-management/support/assessments/safeassignment.html](http://www.it.northwestern.edu/education/course-management/support/assessments/safeassignment.html).

Class schedule

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<th>Week</th>
<th>Date</th>
<th>Instructor</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1.</td>
<td>April 1</td>
<td>Margie Schaps</td>
<td>Intro to class and review of syllabus</td>
<td>Institute of Medicine, Future of Public Health</td>
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<td></td>
<td></td>
<td>Michael Gelder</td>
<td>Overview of health policy, how values, science, politics and assumptions influence public health policy</td>
<td>Summary and recommendations Chapters 1 and 2</td>
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<td>Political Will: A Bridge Between Public Health Knowledge and Action: AJPH 11/07</td>
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<td></td>
<td>Date</td>
<td>Speaker</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>2.</td>
<td>April 8</td>
<td>Linda Murray, MD, Medical Director, Cook County Department of Public Health</td>
<td>Health Equity and social determinants of health as influences on public health policy</td>
<td>“A Framework for Public Health Action: the Health Impact Pyramid”, April 2010, Vol. 100, No4, American Journal of Public Health 590-595</td>
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<td>3.</td>
<td>April 15</td>
<td>Michael Gelder</td>
<td>Policy related to public health assurance: Medicaid, Medicare and the Affordable Care Act</td>
<td>Reports and Briefs from Kaiser Family Foundation website, kff.org Assessing Health Reform's Impact on Four Key Groups of Americans”, Joseph P. Newhouse, Health Affairs, July 2010</td>
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<td>4.</td>
<td>April 22</td>
<td>Michael Gelder, MHA, Former Health Policy Advisor to Governor Quinn, Margie Schaps</td>
<td>Making State Health Reform Work Conducting policy analysis and formulating statewide coalitions for reform</td>
<td>IOM Future of Public Health Chapter 3 World Health Organization, “The Ottawa Charter for Health Promotion”, 21 November 1986 Bridging the Divide Between Health and Health Care, Steven Shortell, PhD, JAMA 3/13</td>
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**January 2015**
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<tr>
<th></th>
<th>Date</th>
<th>Name</th>
<th>Role/Institution</th>
<th>Topic</th>
<th>Reference</th>
<th>Type</th>
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<tbody>
<tr>
<td>8.</td>
<td>May 20</td>
<td>Arlene Hankinson, MD</td>
<td>Medical Director, Chronic Disease and Mental Health, Chicago Department of Public Health</td>
<td>Chronic Disease Policy, control and Prevention</td>
<td>McGinis, JM, Foege WH, “Actual Causes of Death in the US”, JAMA 1993 November 10, 270 (18) 220-12</td>
<td>Policy briefs Due</td>
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<td>9.</td>
<td>May 27</td>
<td>Gary Slutkin, MD</td>
<td>Cure Violence, Professor, University of Illinois School of Public Health</td>
<td>Reframing social issues as public health issues: Case Study of Violence</td>
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<td>10.</td>
<td>June 3</td>
<td>Margie Schaps, Michael Gelder</td>
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<td>Oral testimonies</td>
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**Additional resources**

GOHIT report - December 2014- @ hmprg.org
Illinois Workforce Investment Board 2014 report on Illinois Healthcare Workforce
Fair Society, Healthy Lives, The Marmot Review
Executive Summary - Strategic Review of Health Inequalities in England post-2010