

**College of Public Health**  
**Policy and Practice in Community and Family Health Programs**  
**CFH PHC 7152-001**  
**Thursdays, 2:00- 4:50 PM**  
**Spring Semester, 2005**

**Instructor:** Carol A. Bryant, Ph.D.  
Office Hours: Wednesdays 10 am -5:30 p.m.  
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**How to Contact the Instructor:** Students are encouraged to call or meet with me to discuss any topics that need clarification. You are welcome to drop in at anytime. Appointments can be scheduled outside of office hours and it is best to call ahead when planning to drop in even during office hours. Also, written messages can be placed in my mailbox or sent via e-mail. Please let me know if you have any difficulties with the class. Suggestions for improving the course are always appreciated.

**Course Description:** This course is designed to familiarize students with the policy-making process and prepare them to critically analyze issues, formulate policy, analyze policy alternatives, advocate for policy change, and assist with policy implementation and evaluation. The course includes a survey of basic concepts, analytical frameworks, research methods, and practical skills taught through class discussion, small group exercises, and class projects.

**Course Objectives:** After completion of this course, the student will be able to:

1. Understand the key actors and steps in the policy-making process.
2. Understand how policy agendas are set.
4. Analyze policies and select appropriate policy alternatives.
5. Advocate with legislative officials and other policy-makers.
6. Present and defend policy proposals.
7. Work with community stakeholders in setting policy agendas and advocating for policy proposals.
8. Consult with public health administrators about policy implementation.
9. Evaluate policy implementation.

## **Textbook, Reading Assignments and Lecture Notes:**

Fisher, R. and Ury, W. (1991) *Getting to Yes*. New York: Penguin Books.

Lindblom, C. and Woodhouse, E. J. (1993). *The Policy-Making Process*. Third Edition. (1993). Upper Saddle River, NJ: Prentice-Hall, Inc.

A supplemental package of readings can be obtained from the College of Public Health Copy Center. I will distribute additional readings throughout the semester.

## **Course Expectations**

1. Students are expected to attend all class sessions.
2. Students are expected to have completed all assignments prior to class so they can participate fully in class discussions and projects.
3. Students may tape lectures for personal use only.
4. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance should notify the instructor in advance.
5. Any student with a disability is encouraged to meet with the instructor privately during the first week of class to discuss accommodations. Each student must bring a current memorandum of accommodations from the Office of Student Disability Services and give the instructor two weeks notice before exams. All course documents are available in alternative format if requested.
6. Disruption of the academic process is intolerable and contrary to university policy. It may result in a mandatory, fee-liable drop of the disruptive elements, suspension or dismissal from the university.

**Plagiarism:** Plagiarism includes copying text from other people's writings, including material on the web, without proper citation. It also includes recycling papers submitted in other courses and submitting work produced by others. The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to: (1) request that assignments be submitted as electronic files; and, (2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. I receive a report showing exactly how a student's paper was plagiarized. For more information, go to [www.turnitin.com](http://www.turnitin.com) and <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>. It is my policy to check systematically for plagiarism and to recommend that students who plagiarize be expelled from USF.

**Assignments:** Assignments are listed in the lecture schedule table. Students should complete the assignments before coming to class on the day they are due.



**Grading:**

- 5 Quality of class participation
- 5 Two page summary of how limitations of the data impact policy analysis
- 5 Talking points paper
- 10 Letter to the editor
- 20 Presentation
- 10 Community stakeholder interview summary
- 10 Professional stakeholder/administrator interview summary
- 10 Agency summaries
- 25 Policy analysis paper

Students are strongly encouraged to travel to Tallahassee during the legislative session to meet with committees and observe the legislative process in action. While not a course requirement, the trip will give you a valuable opportunity to visit with bill sponsors and committee chairs and to gather information for the mock legislative session and policy analysis paper. If you cannot make this trip, you should e-mail or call the bill sponsors/aides for background information.

**Scoring Code**

98-100 = A +	87-89 = B +	77-79 = C +	67-69 = D +
93-97 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D -
0-59 = F			

### Schedule of Lectures and Assignments

Week	Lecture	Assignment Due
1/13	Introduction and Overview	
1/20	Policy-Making Skills (Kathleen Betancourt)	<p>Read St. Pete Times, New York Times to identify five important public health topics worthy of policy reform, and then examine bills being considered (<a href="http://www.leg.state.fl.us/">http://www.leg.state.fl.us/</a> ).</p> <p><b>Come to class ready to select a bill to work on during the semester.</b></p> <p>Jansson, B.S. (2003). Understanding the ecology of policy in governmental, electoral, community, and agency settings. In Jansson, B. S. <i>Becoming An Effective Advocate: From Policy Practice to Social Justice</i>. Fourth edition. (pp. 68-100). Pacific Grove, CA: Thompson/Brooks/Cole.</p> <p>Be prepared to discuss policy making skills with Kathleen Betancourt</p>
1/27	No class	
2/3	Understanding the policy-making process and actors (Jay Wolfson)	<p>Lindblom, C. and Woodhouse, E. J. (1993). <i>The Policy-Making Process</i>. Third Edition. (1993). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Kingdom, J.W. (2003). Participants on the inside of government. In Kingdom, J.W. <i>Agendas, Alternatives, and Public Policies</i>. Second edition. (pp. 21-44). New York: Longman.</p> <p>Kingdom, J.W. (2003). Outside the government, but not just looking in. In Kingdom, J.W. <i>Agendas, Alternatives, and Public Policies</i>. Second edition. (pp. 45-70). New York: Longman.</p> <p>Jansson, B.S. (2003). Understanding the ecology of policy in governmental, electoral, community, and agency settings. In Jansson, B. S. <i>Becoming An Effective Advocate: From Policy Practice to Social Justice</i>. Fourth edition. (pp. 101-138). Pacific Grove, CA: Thompson/Brooks/Cole.</p>

		Be prepared to discuss the ecology of policy making with Jay Wolfson
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2/10	Problem Identification and Agenda Setting	<p>Jansson, B.S. (2003). Committing to an Issue: Building Agendas. In Jansson, B. S. <i>Becoming An Effective Advocate: From Policy Practice to Social Justice</i>. Fourth edition. (pp. 140-167). Pacific Grove, CA: Thompson/Brooks/Cole.</p> <p>Kingdom, J.W. (2003). How does an idea's time come? In Kingdom, J.W. <i>Agendas, Alternatives, and Public Policies</i>. Second edition. (pp. 1-20). New York: Longman.</p> <p>Kingdom, J.W. (2003). Wrapping Things Up. In Kingdom, J.W. <i>Agendas, Alternatives, and Public Policies</i>. Second edition. (pp. 196-208). New York: Longman.</p> <p>Wallack, L. (1998). Media advocacy: A strategy for empowering people and communities. In Minkler, M. (ed). <i>Community Organizing &amp; Community Building for Health</i>. (pp. 349-352). New Brunswick, NJ: Rutgers University Press.</p> <p>Visit <a href="http://www.ncsl.org">www.ncsl.org</a> for information on bills proposed in other states that are similar to the class topic</p>
2/17	Policy Analysis	<p>Visit the following websites to: (1) familiarize yourself with the resources available at each site; and (2) assemble information about the class topic.</p> <p>Center on Budget and Policy Priorities <a href="http://www.cbpp.org">www.cbpp.org</a>  Fedstats <a href="http://www.fedstats.gov">www.fedstats.gov</a></p> <p>FirstGov <a href="http://www.firstgov.gov">www.firstgov.gov</a></p> <p>University of Michigan Documents Center  <a href="http://www.lib.umich.edu/govdocs/stats.html">www.lib.umich.edu/govdocs/stats.html</a></p> <p>United States Census <a href="http://www.census.gov">www.census.gov</a></p> <p>Read the "Limitations of the Data" Appendix in the <i>Statistical Abstracts of the United States</i>. Prepare a two page summary of how limitations of the data may impact your analysis of the proposed policy.</p> <p>You should start planning your policy analysis paper.</p>

		Although not due until April 28 <sup>th</sup> , you will need to begin at this time with a review of the supporting literature.
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2/24	Presenting and Defending Policy Proposals	<p>APHA Media Advocacy Manual at <a href="http://www.apha.org/news/Media_Advocacy_Manual.pdf">http://www.apha.org/news/Media Advocacy Manual.pdf</a></p> <p>Jansson, B.S. (2003). Presenting and defending policy proposals. In Jansson, B. S. <i>Becoming An Effective Advocate: From Policy Practice to Social Justice</i>. Fourth edition. (pp. 248-286). Pacific Grove, CA: Thompson/Brooks/Cole.</p> <p>Weiner, L. (1999). Media advocacy: A tool for health education. <i>The Health Education Monograph Series</i> 17 (2): 41 – 44.</p> <p>Wooley, S. F., Ballin, S. and Reynolds. S. (1999). Partners for advocacy: Non-profit organizations and lobbyists. <i>The Health Education Monograph Series</i> 17 (2): 45 – 48.</p> <p>Write 1-2 page “Talking Points” paper on proposed policy</p> <p>Write letter or e-mail requesting appointment with legislator(s)</p>
3/3	No class	<p>Fisher, R. and Ury, W. (1991) <i>Getting to Yes</i>. New York: Penguin Books.</p> <p>Jansson, B.S. (2003). Developing policy proposals. In Jansson, B. S. <i>Becoming An Effective Advocate: From Policy Practice to Social Justice</i>. Fourth edition.(pp. 210-247). Pacific Grove, CA: Thompson/Brooks/Cole.</p> <p>Email me your presentations</p> <p>Practice with each other</p> <p>Write a 150 word letter to the editor on your issue</p>
3/10	No class	Write 1-2 page “Talking Points” paper on proposed policy?
3/17	Spring break	Write thank you letters to legislator(s) and/or aides
3/24	Trip to Tallahassee	Visit with legislators, observe legislative session
3/31	Identifying and working with community stakeholders	<p>Interview community stakeholders affected by proposed bill or similar bills. Bring summary of interview to class.</p> <p>Themba, M.N. and Minkler, M. (2003). Influencing policy through community based participatory research. In Minkler, M. and Wallerstein, N (eds). <i>Community-Based</i></p>

		<i>Participatory Research for Health.</i> (pp. 349-370). San Francisco: Jossey-Bass.
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4/7	Implementing Policy	<p>Interview administrator. Bring summary of interview to class.</p> <p>Birkland, T. A. (2001). Policy Implementation and Policy Failure. In Birkland, T. A. <i>An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making</i>. (pp. 177-193).</p> <p>Jansson, B.S. (2003). Trouble shooting policies. In Jansson, B. S. <i>Becoming An Effective Advocate: From Policy Practice to Social Justice</i>. Fourth edition.(pp. 408-439). Pacific Grove, CA: Thompson/Brooks/Cole.</p>
4/14	Consultation (Marti Coulter)	<p>Ulschak, F. L. &amp; SnowAntle, S. M. (1990). The eight stages of internal consulting. In Ulschak, F. L. &amp; SnowAntle, S. M. <i>Consultation Skills for Health Care Professionals</i>. (pp 55- 73). San Francisco: Jossey-Bass.</p> <p>Ulschak, F. L. &amp; Snow Antle, S. M. (1990). Establishing an effective relationship with the client. In Ulschak, F. L. &amp; SnowAntle, S. M. <i>Consultation Skills for Health Care Professionals</i>. (pp 74-98). San Francisco: Jossey-Bass.</p>
4/21	Policy Evaluation–OPAGGA and OMB and GAO (Jennifer Johnson)	<p>Visit following websites and prepare one page summaries of mission and resources available at each agency:</p> <p>Government Accounting Office <a href="http://www.gao.gov">www.gao.gov</a>  Office of Management and Budget  <a href="http://www.whitehouse.gov/omb/">http://www.whitehouse.gov/omb/</a></p> <p>Florida Office of Program Policy and Government Analysis <a href="http://www.oppaga.state.fl.us/">http://www.oppaga.state.fl.us/</a></p> <p>Read the “Redbook” and OPPAGA reports.</p> <p><b>Come to class ready to discuss the evaluation criteria OPPAGA uses and the reports they have sent</b></p>
4/28		Policy analysis papers due
5/5	Finals Week	