



PubPol 475: Improving Public Health Through Policy Innovation

Fall, 2015

**Monday/Wednesday 11:30 a.m. – 1:00 p.m.
1220 Weill Hall**

Instructor: Paula M. Lantz, Ph.D.
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Office Hours: By appointment

Course Description: In this course, students will examine and create innovative policy solutions to pressing and complex public health problems in the United States. After receiving an introduction to the public health system and public policymaking, students will build skills in policy design and analysis through a number of case studies. Students will assess current public health problems, and propose and assess innovative policy solutions using policy analysis frameworks. The course emphasizes content knowledge of public health issues and policies, along with critical thinking, creativity and innovation, policy analysis skills, and written and verbal communication.

Course Objective: The primary purpose of the course is to give students the tools needed to assess the feasibility, potential impact, unintended consequences and legal/ethical ramifications of novel public policy ideas aimed at improving the health of the population.

Course Requirements and Grading: This course requires you to be engaged, fearless in your creativity, but also open to constructive assessments and criticisms of your ideas for policy innovation. You are expected to keep up with the readings, and to come to class with novel yet realistic ideas for how public policy can be used to improve public health.

Course Assignments:

Exam on public health system basics and policy terms	20%	9/30/15
Public Policy Assessment—2 parts:		
Memo on public health problem/prior policy	10%	10/21/15
Application of Gostin framework to new policy idea	15%	11/16/15
Reaction Posts on Course Blog (2 posts required)	10%	by 11/30/15

Group Project: Policy Innovation Proposal PowerPoint Presentation (20%) 1-pager (10%)	30%	12/7/15 and 12/9/15
Class Participation (attendance and contributions)	<u>15%</u>	
	100%	

All assignments will be given in writing, with clear instructions. Late work needs to be negotiated *before* the day the assignment is due, just like you would do on a job. Professor Lantz will almost always be willing to negotiate a new deadline if there is a valid reason for why a deadline cannot be met. However, assignments that are turned in late without prior discussion or approval will be docked one grade step for every day they are late. You would never be late with a work assignment/project without talking to your boss before you missed a deadline. You should not do this in school either.

Methods of Instruction: Our class time together will include some lectures with class discussion. Class will also include a lot of small group discussion of case studies and other materials. In addition, class will include a number of student presentations.

Writing: Good written communication skills are important in every profession. In the policy world, the ability to craft clear and cogent statements regarding problems and their potential policy solutions is essential. During the semester, students will produce written assignments in formats that are commonly used in policy analysis. Because good writing is essential to being effective in the policy world, it is expected that students will put significant time and effort into the written assignments.

Written assignments should reflect deep thinking and significant effort in terms of the writing quality. Expectations include the following: 1) written assignments will be neat and professionally presented; 2) students will **not** turn in first or second drafts; 3) written assignments will be carefully proof-read and reasonably free of grammatical errors and spelling mistakes; 4) references will be provided in a professional, neat format; and 5) the writing style and approach will fit the format for the assignment. Unless you are an exceptionally gifted and experienced writer, it will be difficult to do well on these assignments if you hand in a first or second draft.

Class Expectations:

- Arrive to class on time. We will start promptly at 11:40 a.m. and end promptly at 1:00 p.m. each day, without a break. Refrain from going in and out of the room during class, unless absolutely necessary.
- Be prepared for class by doing assigned readings AND your own research and reading on the topics of the day. Actively engage in discussions and policy debates in class. Contribute to the learning environment and intellectual level of the course. Challenge yourself and others.
- Be professional and respectful in your remarks and contributions in class. It is perfectly fine to disagree with each other and to have contrary opinions and perspectives. It is inappropriate to personalize differences of opinions, or to engage

in rude, insulting or hostile behavior during our discussions and debates. The goal is to have lively and respectful exchanges.

- The use of laptop computers or iPads for taking notes, checking on the current status of a legislative bill for purposes of discussion, etc. is allowed. **The use of laptops, cell phones or other devices during class for checking e-mail, Instagram or Facebook, sending text messages, reading stuff online, tweeting, shopping, checking out videos on YouTube, or any other activities not related to class is prohibited.**
- It needs to be repeated: During class, you may **not** check your cell phone for messages or send messages/tweets/etc. **Put your phone away.** You may use a laptop, tablet or other device to take notes, but please do not engage in any online activities or e-mail or text communication during class. If use of laptops or devices is abused, they will be banned from class.
- Academic misconduct includes cheating, misrepresenting one's own work, taking credit for the work of others without acknowledgement and without appropriate authorization, and the fabrication of information. Any form of misconduct will be taken very seriously. Academic dishonesty also includes using something you produced for another class for an assignment in this class without prior permission.
- The most common form of academic misconduct is plagiarism—that is, taking someone else's words and/or ideas and passing them off as your own. **It is plagiarism to copy passages from a text or to import text or graphics from any website or document into a written assignment and present it as your own without quotations or other means of clearly identifying the and referencing the cited work.** Plagiarism is taken quite seriously at the University of Michigan, and will be dealt with harshly if detected. Consequences could include failing the course or expulsion. BEWARE: Professor Lantz is an expert in detecting plagiarism and accepts no excuses.
- If you are unsure about how to properly reference and quote the sources you use in your writing, please seek out the many resources available to you. In college and on the job, ignorance of the proper way to cite other people's ideas and words is not an acceptable excuse for plagiarism. So please be careful in how you use information and ideas from other sources, especially information you find on the Internet.

Prerequisites: None. If you need to brush up on the American political process and high school civics, check out these websites:

Congress	http://www.votesmart.org/resource_govt101_03.php
How a Bill Becomes a Law	http://www.votesmart.org/resource_govt101_02.php
State vs. Federal Government	http://www.votesmart.org/resource_govt101_03.php
School House Rock on YouTube	http://www.youtube.com/watch?v=mEJL2Uuv-oQ



Assigned Readings:

9/9/15 Introduction to Course Introduction to Public Health System

Schroeder SA. We can do better—Improving the health of the American people. *New England Journal of Medicine*. 2007; 357:1221-8.

Link BG, Phelan JC. McKeown and the idea that social conditions are fundamental causes of disease. *American Journal of Public Health*. 2002; 92(5):730-2.

9/14/15 Introduction to Public Health System

Avendano M, Kawachi I. Why do Americans have shorter life expectancy and worse health than do people in other high-income countries? *Annual Review of Public Health*. 2014;35:307-25.

Turnock, BJ. *Public Health: What it is and How it Works*. Chapters 1-2. Gaithersburg, MD: Aspen Publishers, 2001, pages 1-105.

9/16/15 Public Policy: Definitions/Models/Process

Scutchfield FD and Keck CW. “Chapter 5: Public Health Policy and the Policy-Making Process.” *Principles of Public Health Practice*. Clinton, NY: Delmar Cengage Learning, 2009; pages 86-115.

O’Hare M. A Typology of Governmental Action. *Journal of Policy Analysis and Management*. 1989; 8:670-672.

Frieden T. A framework for public health action: The health impact pyramid. *American Journal of Public Health*. 2010; 100(4): 590-95.

9/21/15 Social Construction/Political Framing of Problems and Policies

Armstrong, EM. Diagnosing moral disorder: The discovery and evolution of fetal alcohol syndrome. *Social Science and Medicine*. 1998;47(12):2025-2042.

Campos P, Saguy A, et al. The epidemiology of overweight and obesity: Public health crisis or moral panic? *International Journal of Epidemiology*. 2006; 35:55-60.

Lantz PM, Weisman CS, Itani Z. A disease-specific Medicaid expansion for women: The Breast and Cervical Cancer Prevention and Treatment Act of 2000. *Women's Health Issues*. 2003, 13:79-92.

9/23/15 Legal Basis for Government Intervention in Public Health

Gostin LO. *Public Health Law: Power, Duty, Restraint*. Berkeley: University of California Press, 2000, Chapter 2 (pages 25-59).

Patton CV, Sawick DS. *Basic Methods of Policy Analysis and Planning, 2nd edition*. Englewood Cliffs, NJ: Prentice Hall, 1993, chapter 1 (pages 1-20).

9/28/15 Policy Entrepreneurship

Levitt SD, Dubner SJ. *Think Like a Freak*. New York: Harper Collins, 2014.

Creating Health in the 21st Century.

http://www.ssireview.org/blog/entry/creating_health_in_the_21st_century

Craig RL, Felix HC, Walker JF, Phillips MM. Public health professionals as policy entrepreneurs: Arkansas's childhood obesity policy experience. *American Journal of Public Health*. 2010; 100(11): 2047-52.

9/30/15 Exam on Concepts and Terms

10/5/15 Case Study 1: Tobacco Control Policy

Institute of Medicine. Report Brief. *Public Health Implications of Raising the Minimum Age of Legal Access to Tobacco Products*. March, 2015.

http://iom.nationalacademies.org/~media/Files/Report%20Files/2015/TobaccoMinAge/tobacco_minimum_age_report_brief.pdf

Grana R, Benowitz N, Glantz SA. E-cigarettes: A scientific review. *Circulation*. 2014; 129(19):1972-86.

Smith CN, Kraemer JD, Johnson AC, Mays D. Plain packaging of cigarettes: Do we have sufficient evidence? *Risk Management in Healthcare Policy*. 2015; 8:21-30.

10/7/15 Developing and Assessing Public Policy (Gostin Framework)

Gostin LO. Public health law in a new century. Part III: Public health regulation: A systematic evaluation. *JAMA*. 2000;283;3118-22.

Lam, Bouree. "Is there a moral way to fix America's kidney shortage?" *Atlantic Monthly*, January 22, 2015. <http://www.theatlantic.com/business/archive/2015/01/is-there-a-moral-way-to-fix-americas-kidney-shortage/384710/>

Winter, Harold. "Here's one way to end the kidney shortage: Eminent domain." <http://www.ozy.com/pov/heres-one-way-to-end-the-kidney-shortage-eminent-domain/4872>

Fleegler, E. W., Lee, L. K., Monuteaux, M. C., Hemenway, D., & Mannix, R. Firearm legislation and firearm-related fatalities in the United States. *JAMA Internal Medicine*. 2013; 173(9), 732.

10/12/15 Case Study 2: Vaccine Policy

Nyhan B, Reifler J, Richey S, Freed GL. Effective messages in vaccine promotion: a randomized trial. *Pediatrics*. 2014; 133; e835-42.

The Community Guide. *Increasing Appropriate Vaccination*. May, 2013. http://www.thecommunityguide.org/about/What%20Works_Vaccines%20BROCHURE%20508.pdf

10/14/15 Case Studies 1 and 2: Small group exercise

Hall AK, Cole-Lewis H, Bernhardt JM. Mobile text messaging for health: a systematic review of reviews. *Annual Rev Public Health*. 2015;18;36:393-415

10/19/15 Fall Study Break

10/21/15 Population Health and Health Disparities

Lantz PM, Lichtenstein RL, Pollack HA. Health policy approaches to population Health: The limits of medicalization. *Health Affairs*. 2007; 26(5):1253-57.

House JS. Chapters 1 and 2. *Beyond Obamacare: Life, Death and Social Policy*. New York: Russell Sage Foundation, 2015; pages 1-28.

Bleich SN, Jarlenski MP, Bell CN, LaVeist TA. Health inequalities: trends, progress, and policy. *Annual Rev Public Health*. 2012; 33:7-40.

10/26/15 Case Study 3: Public Health Policy Innovation vs. the “Nanny State”

Mello MM, Goston LO. Commentary: A legal perspective on diabetes surveillance—Privacy and police power. *Milbank Quarterly*. 2009; 87(3):575-580.

Farley TA. The role of government in preventing excess calorie consumption: The example of New York City. *JAMA*. 2012; 308(11):1093-4.

Jewell J. Health policy: Nanny state or catalyst for change? *PLOS Blogs*. November 4, 2013. <http://blogs.plos.org/globalhealth/2013/11/jojewell2/>

10/28/15 Panel Discussion with Policy Entrepreneurs

11/2/15 Case Study 4: Obesity Prevention

Dietz WH. The response of the US Centers for Disease Control and Prevention to the obesity epidemic. *Annual Review of Public Health*. 2015; 18;36:575-96.

Story M, Kaphingst KM, R Robsinson-O’Brien, Glanz K. Creating healthy food and eating environments: Policy and environmental approaches. *Annual Review of Public Health*. 2008; 29:253-72.

Kersh R, Morone J. The politics of obesity: Seven steps to government action. *Health Affairs*. 2002;21(6):142-153.

Link to 5 Policy Briefs on Childhood Obesity:

<http://content.healthaffairs.org/content/29/3/suppl/DC2>

11/4/15 Case Study 4: Obesity Prevention Policy

11/9/15 Team Work on Final Projects

11/11/15 The Role of Scientific Evidence in Public Policy

Koh HK, Oppenheimer SC, Massin-Short SB, Emmons KM, and Geller A. Translating

research evidence into practice to reduce health disparities: A social determinants approach. *American Journal of Public Health*. 2010; 100(S1): S72- S80.

Brownson RC, Chiqui JF, Stamatakis KA. Understanding evidence-based public health policy. *American Journal of Public Health*. 2009; 99:1576-83.

11/16/15 Case Study 5: HIV Prevention

Gable L, Gostin LO, Hodge JG. HIV/AIDS, reproductive and sexual health, and the law. *American Journal of Public Health*. 2008; 98:1779-86.

Kaiser Family Foundation Fact Sheet on HIV Testing (2015):
<http://kff.org/hivaids/fact-sheet/hiv-testing-in-the-united-states/>

Current Federal Recommendations Regarding HIV Testing:
<http://www.cdc.gov/hiv/guidelines/testing.html>

11/18/15 Case Study 5: Continued

11/23/15 Advocating for Policy Change (Guest speaker: Jen Martin, JD)

Silberberg, David. Chapter 12: Getting Down to the Nitty Gritty: Lobbying Members of Congress. *Congress for Dummies*. New York: Wiley Publishing, Inc., pages 181-198.

Nonprofit Legislative Advocacy 101. The Advocate (Michigan).
https://www.michigan.gov/documents/mdch/Fall2004_391009_7.pdf

Maganiello, M and Anderson, M. *Back to Basics: HIV/AIDS as a Model for Catalyzing Change*. 2013.

Example of an Advocacy Toolkit you can find online—from the Children's Defense Fund:
<http://www.cdf-texas.org/research-library/documents/advocacy-toolkit.pdf>

11/25/15 Thanksgiving Break

11/30/15 Team Work on Final Projects

12/2/15 Social Impact Bonds

Social Impact Bonds: A New Tool for Social Financing. Princeton University, 2014.
<http://www.princeton.edu/sites/default/files/content/Social%20Impact%20Bonds%202014%20Final%20Report.pdf>

Galloway I. Using pay-for-success to increase investment in the nonmedical determinants of health. *Health Affairs.* 2014; 33(11):1897-904.

12/7/15 Student Presentations of Policy Innovation Idea

12/9/15 Student Presentations of Policy Innovation Idea

If Needed: **Final Exam Time will also be used for Student Presentations**