RUTGERS

School of Public Health (As of January 27, 2022)

Course Title: Policy, Power, and Advancing Public Health

Course Number: UGPH 0724

Course Pre- and Co-requisite(s): None

Course Location: Online synchronous sessions (plus additional work with colleagues and via asynchronous discussion on message boards).

Course Date & Time: Thirteen online synchronous sessions held on Thursday evenings.

Thursday from 6:30-8:30pm 1/20, 1/27, 2/03, 02/10, 02/17, 02/24, 03/03, 03/10, (no session 03/17), 03/24, 03/31, 04/07, 04/14, 04/21, final due 04/28.

Course Instructor: Rachel Sussman-Bensimon, rs2119@sph.rutgers.edu

Office Hours: By appointment.

Course Assistant: Devery Volpe, devery.volpe@rutgers.edu

Course Website: https://rutgers.instructure.com/courses/178266

Books/Additional/Supplemental Readings/Resources: See all sessions. These are all listed in Modules in Canvas.

Course Description: Health care policy, at all levels, directly shapes the systems and structures of health care delivery and public health outcomes. Leaders in health care organizations influence health care policy every day, whether in their own organizations or through municipal, state, or federal governments. These leaders are central voices in shaping, through policy, the delivery and impact of public health interventions. Without a thoughtful process to build policy, that centers the perspectives of those most in need, unintended consequences can undermine your intended impact. In particular, this course will help students learn to analyze their public health care policy environment, understand power and dynamic decision-making, white supremacy and misogyny and the role of racism and sexism in driving poor health policy, and acquire the tools to craft and win effective public health policy.

We will analyze case studies of previous health care policy-making to determine their efficacy in impacting health outcomes and identify some of the causes of successes or failures. We will learn the basics of power landscape analysis, coalition building, and campaign planning. Throughout the course you will have the opportunity to develop and analyze a specific health policy of your choice and build a campaign plan to advance your chosen policy goal.

Expectations:

Students are expected to attend all classes. If you must miss a session or part of a session, let

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the professor know as soon as possible and arrange with another student to give you an overview of what was covered. This is NOT a PowerPoint based class (see bullet one) so it will be challenging to appreciate the material if you are absent.

Selected Concentration Competencies Addressed:

Note: The number next to competency reflects the number in the CEPH competencies.

(5). Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

(15). Integrate knowledge of cultural values and practices in the design of public health policies and programs.

(25). Create a measurable, equitable, community centered advocacy campaign plan to advance a public health issue.

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

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Course Objectives:

As a result of participating in the course, doing the readings and interacting with the other students and the guest speakers, students will be able to understand and apply the key topics including:

- Landscape of power
- Systems of oppression
- Sources of health policy development
- Policy as a tool to address disparity
- Impact of white supremacy and misogyny
- Ensuring those most affected are included in designing policy
- Using data to measure outcomes
- How policy becomes law
- Organizing theory and practice
- Providers as spokespeople and agents for change
- Elements and arc of successful advocacy campaigns
- Storytelling and narrative
- How to build durable coalitions
- Leveraging different sources of power to win

Special Circumstances During COVID-19 (Spring 2022)

The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the Student Connect Canvas page.

Course Requirements and Grading:

Assignment	Points	Competencies Addressed and Notes on Assignments
Series assessments to build out building blocks of a successful policy and campaign plan.	10 points 10 points 20 points	1. Analyze a public health problem of your choice: what are its root causes, how does our current system perpetuate or fail to interrupt this health problem, what are potential public policy solutions, why haven't they been already implemented. (Competency 15, 5) 2. Choose a different public health policy that was well intentioned but missed the mark in terms of solving the problem: what were the factors that lead to crafting a poor policy, how/why did the policy miss its mark, who was left out or behind because of the insufficient policy, how could it have been shaped differently to succeed? (Competency 15, 5) 3. Choose a policy identified in assessment one or identify a new policy solution for the health problem named in assessment one. Use this REIA tool to analyze. (Competency 25)
Build out Policy and Campaign Plan	10 points 10 points 30 points (5 points of the 30 is presentation)	1. Analyze your public policy decision-making environment: who are the stakeholders, who influences, who decides and what are the levers to move deciders. Map your environment on a power map landscape using this tool. (Competency 5, 25) 2. Complete a SWOT analysis of your campaign's internal strengths and weaknesses, external opportunities, and threats. Think about building your strategy. (Competency 5, 25) 3. Based on the analysis above, build out your written campaign plan to win the health public policy change you seek. Use this template for campaign planning. (Competency 15, 25)
Participation and 3 hour presentation block-synchronous session	10 points	Class participation during in-person sessions and presentation of health care policy and campaign plan through synchronicity, (Competency 5, 15, 25)
Office hours by apt.		Sign up for 15 min slot to workshop campaign plan

School-wide uniform grading scale:

Grading Policy: 94 – 100   A
                    90 – <94   A-

87 – <90   B+
84 – <87   B
80 – <84   B-
77 – <80   C+
70 – <77   C
<70   F

Course Schedule:

Books: assigned readings posted by session (and in Canvas modules).

Online Synchronous session 1: Thursday 01/20/22, 6:30-8:30pm.
Topics: Cohort Introductions and expectations, syllabus and assessment review, goals for this course. Landscape of power, Systems of Oppression.

Prior to first class read:

Gaventa, John Finding the Spaces for Change A Power Analysis

https://www.powercube.net/wpcontent/uploads/2009/12/finding_spaces_for_change.pdf

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Online Synchronous session 2: Thursday 01/27/22
Topics: Examining the intersection of power and race through power mapping and REIA tools, Part I

Readings:

Richard Healy and Sarah Hinson, The Three Faces of Power:

https://grassrootspolicy.org/wp-content/uploads/2018/05/GPP_34FacesOfPower.pdf

The Powell Memo (AKA the Powell Manifesto) Reclaim Democracy.

http://reclaimdemocracy.org/powell_memo_lewis/

Power Mapping Tool:
http://skyeome.net/wordpress/wp-content/uploads/2008/01/agendapowermap.jpg
http://organizingforpower.org/wp-content/uploads/2009/05/tool-2-power-mapping1.jpg

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Online Synchronous session 3: Thursday 02/03/22, 6:30-8:30pm.
Topics: Examining the intersection of power and race through power mapping and REIA tools, Part II

Speaker: Angela Ferrell-Zabala, Chief Equity, Outreach and Partnerships Officer, Everytown for Gun Safety

Readings:

Gordon, W. (2016). A Racial Equity Toolkit for Midwifery Organizations. *The Journal of Midwifery & Womens Health*. 61(6) 768-772

https://onlinelibrary.wiley.com/doi/abs/10.1111/jmwh.12551

Speaker: Angela Ferrell-Zabala, Chief Equity, Outreach and Partnerships Officer, Everytown for Gun Safety

REIA Tool:
https://viablefuturescenter.org/racemattersinstitute/resources/racial-equity-impact-analysis/

Online Synchronous session 4: Thursday 02/10/22, 6:30-8:30pm.

Topics: power and REIA analysis/presentation

Assignment #1 due

Policy and Power Mapping/REIA Tool Analysis
Written tool analysis and questions due 2/10; In-class share and feedback on 2/10. Deck with power mapping tool found here. REIA tool found here.

- Choose a public health problem and possible policy solution.
- Analyze your solution using the power mapping tool and REIA tool

After tool analysis answer these questions:

- Did either of these tools raise limitations for your solution?
- Do you need to do more info gathering to understand power landscape? Do you need additional stakeholders at the table to inform your solution?
- Do you have the power you need to be successful at winning your policy solution? If not, what additional power do you need to create and what ideas do you have for how to do that?
- Are there any adjustments you would make to these tools to make them more effective?

Online Synchronous session 5: Thursday 02/17/22, 6:30-8:30pm.

Topics: Exploring policy as a tool to address disparity.

Speaker: Emily Stewart, Executive Director, Community Catalyst

Readings:

Powell, John A. Targeted Universalism Policy & Practice

https://belonging.berkeley.edu/sites/default/files/targeted_universalism_primer.pdf?file=1&force=1

Blackwell, A. (2017), The Curb-Cut Effect. *Stanford Social Innovation Review, ssir.org.*

https://ssir.org/articles/entry/the_curb_cut_effect

Online Synchronous session 6: Thursday 02/24/22, 6:30-8:30pm.

Topics: User centered policy design.

Readings:

McGuinness, T., Schank, H. (2021) Power to the Public. Chapters 1,2,4.

Foglia, M. (2019), When the People You Love Are the Unintended Consequences of Opiod Policy. *Health Affairs Journal*

https://www-healthaffairs-org.proxy.libraries.rutgers.edu/doi/10.1377/hlthaff.2019.00697

Online Synchronous session 7: Thursday 03/03/22, 6:30-8:30pm.

Topic: Write-up/Presentation

Assignment #2 Due
- Analyze a public health problem of your choice: what are its root causes, how does our current system perpetuate or fail to interrupt this health problem, what are potential public policy solutions, why haven't they been already implemented.

- Choose a different public health policy that was well intentioned but missed the mark in terms of solving the problem: what were the factors that lead to crafting a poor policy, how/why did the policy miss its mark, who was left out or behind because of the insufficient policy, how could it have been shaped differently to succeed

Online Synchronous session 8: Thursday 03/10/22

Topics: Public Policy, Culture Change, and Stigma
Guest Speaker: Katherine Grainger

Reading Questions: What are your reactions to the reading? Do you think policy can change/influence culture or is it the culture that primarily impacts policy? Give an example of a policy that reinforced stigma? Can stigma be positive for public health?
How can you craft policy in a stigma aware way that bolsters your public health goals? What did you think of the framework?

Readings:

Marriage equality:
What Other Activities Can Learn From the Fight for Gay
Marriage: https://www.theatlantic.com/politics/archive/2015/07/what-other-activists-can-learn-from-the-fight-for-gay-marriage/398417/

Why the Marriage-Equality Movement Succeeded: https://www.newyorker.com/news/q-and-a/sasha-issenberg-on-the-fight-for-marriage-equality

Abortion rights:
Abortion Out Loud: https://www.advocatesforyouth.org/abortion-out-loud/

Smoking Cessation:
Decreasing Smoking but Increasing Stigma? Anti-tobacco Campaigns, Public Health, and Cancer Care: https://journalofethics.ama-assn.org/sites/journalofethics.ama-assn.org/files/2018-04/msoc1-1705.pdf

Health Stigma and Discrimination Framework:
https://bmcmedicine.biomedcentral.com/track/pdf/10.1186/s12916-019-1271-3.pdf

Online Synchronous session 9: Thursday 03/24/22, 6:30-8:30pm.

Topics: Core Elements of a Policy Campaign I

Review Policy Campaign Planning Template:https://docs.google.com/document/d/1E

Review SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

Guest Speaker: Sarah Standiford, PPFA State Campaigns Director

- Case Studies and learnings from SRHC campaigns

Readings: NONE! Just review the planning template and SWOT Analysis

Subsequent sessions to be updated
FINAL EXAM DUE BY Thursday April 28th at 8:30pm

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health's Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's Office of Student Affairs. The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers

employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit Rutgers Violence Prevention and Victim Assistance.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html

SYLLABUS ADDENDUM
Remote Learning Policies
As you know, we are engaged in this course under extraordinary circumstances. Not only are we now conducting the class remotely, but we are all working under the repercussions of the COVID-19 pandemic. The following are class policies for our class sessions with Zoom. Please read carefully; these policies apply to the Fall 2020 semester. All students are expected to adhere to the policies.

General: Log into Zoom using your Rutgers NetID and sign-in with your full first name and last name as listed on the class roster. (If you use a different name than what is listed on the class roster, please email the instructor in advance of the class or send a private Chat message.) Using your full name allows the instructor to know who is in attendance and to quickly sort students into their groups when needed. Users who do not log into Zoom using their Rutgers NetID may have trouble accessing the Zoom classroom.
Video: Please turn on your video when possible. We recognize that this isn't always easy but this will help to build our class community. Seeing the faces of your classmates more closely duplicates the typical in-person learning experience and may shift your mindset into more focus and attention. Seeing each other can also provide each of us with positive social interactions.

- If you're unable to find an environment without a lot of visual distractions or prefer to not show your living space as a background, feel free to use a virtual background (several virtual background images created by the School of Public Health are available in the [Student Connect Canvas page](#)).
- To save bandwidth, there may be times during class when the instructor asks students to turn off videos.
- Add a photo to your Zoom profile. (Then in times when videos are off, we'll see photos of everyone rather than an empty box.)
- If you have limited internet bandwidth or other issues impacting your video use, please inform the instructor.

Audio: Mute your microphone when you are not talking. This helps eliminate background noise.

- Use a headset, if possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Be in a quiet place, if possible. Turn off any music, videos, etc. in the background.

Chat: Stay on topic and be respectful. Use the chat window for questions and comments that are relevant to class.

NOTE: Class meetings on Zoom will be recorded and made available for students in the course on Canvas only.