

The University of North Carolina at Chapel Hill School of Social Work



COURSE NUMBER: SOWO 836.001 and SOWO 836.002
COURSE TITLE: Health Access and Health Disparities (Using Policy to Advance Health Justice)
SEMESTER AND YEAR: Spring 2021
MEETING TIME/LOCATION: **Monday (001)** 9-11:50am / **Tuesday (002)** 9-11:50am
Online via Zoom (see Sakai for links) Password Sowo836
INSTRUCTOR: Sarah Verbiest, DrPH, MSW, MPH
Email: sarahv@med.unc.edu
Phone: 919.638.5183 (cell)
OFFICE HOURS: By appointment (email me to set up a time) AND
15 minutes before/after class

COURSE DESCRIPTION: Examines disparities in health outcomes as a function of access to and quality of care for persons disadvantaged by income, ethnicity, sexual orientation, and other factors. Critically evaluates health and social policies related to exacerbation and resolution of health inequities.

COURSE OBJECTIVES:

The student who successfully completes this course should be able to:

1. Identify the principles, foundation and provisions of the primary social welfare programs that constitute the healthcare safety net in the United States.
2. Demonstrate the analytic, theoretical and value assessment skills that enable social workers to evaluate policies and apply change strategies.
3. Apply concepts and principles of human rights, social justice, and social work ethics to policy analysis, development and change strategies.
4. Describe major disparities in diagnosis, prognosis, and health outcomes in the United States for persons of varying gender, race and ethnicity, sexual orientation, and level of economic advantage.
5. Discuss the historical and political context of contemporary health disparities, including their roots in discriminatory systems and policies.
6. Describe the interrelationships among a range of economic and social factors that result in inadequate access to quality care.
7. Describe characteristics of healthcare systems and policies that inhibit the provision of high-quality, culturally sensitive care.
8. Discuss ethical challenges for the social worker related to practicing in an environment that is structured in a way that promotes unequal access to and quality of care.
9. Evaluate a range of policy and intervention solutions that have been proposed in order to address and resolve health disparities.

10. Articulate strategies for the exercise of leadership and advocacy in successfully addressing health disparities.

TEACHING METHODS:

This course will stimulate new ideas and insights related to health disparities and policy. The instructor fully embraces transformative relationships and a culture where everyone (including the instructor) is a learner and everyone (all students) has expertise that is important and will inform group learning. Learning and knowledge building is a co-creative process!

During the course, students will agree and disagree with course content. Respectful discussion and debate is encouraged. Students should relate the readings to broader policy, intervention, prevention, treatment, and systemic factors previously discussed in other classes and from experience in the field. Each session aims to include a combination of lecture, discussions, and classroom exercises. Students are expected to complete all assigned readings before each class begins so they can contribute to discussion in meaningful ways. All students are expected to attend classes, participate in class discussion and activities, and make connections to class content in field and community contexts.

POLICY ON ACADEMIC DISHONESTY:

The Honor Code is in effect in this class and all others at the University. We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <http://instrument.unc.edu>. If you have questions it is your responsibility to ask about the Code's application. Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

Use of electronic devices is clearly now required for class participation! As a courtesy to the instructor, other students and yourself, please do not use your device for activities not relevant to the class. Cell phones should be kept on vibrate. If you must take a call for work or family reasons, please virtually go off camera/mute your mic to temporarily "exit" the classroom.

ACCESSIBILITY AND RESOURCE SERVICES:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit the ARS website at <http://accessibility.unc.edu>, by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement

needed accommodations for all of our students. In addition to seeking ARS supports, please reach out to your instructor to communicate how your needs can be met once you have begun the ARS process.

EQUAL OPPORTUNITY AND COMPLIANCE (EOC) STATEMENT:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance/Title IX Coordinator (Adrienne Allison adrienne.allison@unc.edu), Report & Response Coordinators (Ew Quimbaya-Winship, egw@unc.edu; Rebecca Gibson rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs)** (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

WRITING SUPPORT:

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students – they do not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

All written assignments for this course should be submitted in APA style. Exceptions to this requirement are when students are expected to format and present their written work based on 1) assignment instructions – such as forums and policy briefs, and 2) single spacing and bulleted and numbered lists, tables, charts and other in-text objects that results in a professional and attractive presentation. Information concerning APA style and writing resources is below:

- <http://www.apastyle.org/learn/faqs/index.aspx> (Frequently asked APA questions)
- <https://owl.english.purdue.edu/owl/resource/560/01/>(AdditionalAPAStyleguidance)
- <http://www.bartleby.com/141/>(electronic version of Strunk's The Elements of Style)

TEXTBOOKS AND OTHER READINGS:

There is no required text to purchase for this class. The readings will be accessible through the UNC library system or posted on Sakai. If a reading has not uploaded or the link is broken and you can't find it via google contact the instructor.

I would highly recommend this book if you would like to have a textbook on your shelf as reference in the future: Tobin-Tyler, E. and Teitelbaum, J.B. (2019). *Essentials of Health Justice, A Primer*. Burlington, MA: Jones & Bartlett Learning.

ATTENDANCE AND PARTICIPATION:

Student attendance at all class sessions is expected. If you will not be able to attend a class, please notify the instructor prior to class. It is your responsibility to obtain information about content from your classmates if you are unable to attend a class. With permission and as appropriate, students may attend a different section of this class as a makeup. To fully benefit from each session, students must complete required readings and come to class prepared and on time. Given that there are only 7 classes, students who miss 2 or more classes without permission from the instructor, or who are continually 30 minutes or more late and who have not talked with the instructor, will receive an “L”.

LATE ASSIGNMENTS:

Given the length of this class, students should plan carefully to avoid late assignments. To obtain permission to submit an assignment after the deadline, the student must seek approval from the instructor before the due date. For late assignments, the grade will automatically be reduced 10% each day, including weekends, until it is submitted. In case of an emergency, a late assignment may be accepted without penalty at the discretion of the instructor.

COMPETENCIES:

This course will foster student knowledge, skills, values and cognitive/affective processes with a main focus on Competency 5: Engage in Policy Practice, covering all four components. The course will education on understanding and using regional and setting-specific regulations and policies for effective practices (1.1), evaluate the ways in which oppression and privilege manifest in institutional policies and practices (2.2), adopt a spirit of inquiry when engaging with diverse groups (2.5), and Advocate for social, economic and environmental justice and human rights (3.3).

SECTION MONDAY 001

CLASS	DATE (2020)	TOPICS TO BE COVERED
1	Mon - 1/11	Patterns & Causes of Health Inequities
	MON - 1/18	No Class – Martin Luther King Jr. Day
3	MON – 1/25	Strategies for Influencing Policy
2	MON – 2/01	Policy Analysis, Frameworks & Theory
4	MON – 2/08	Health Care in the U.S. – Financing, Policies and Access
	MON – 2/15	No Class – Wellness Day
5	MON – 2/22	Social Work Advocacy, Ethics and Equity
6	MON – 3/01	Policy Making at the State and Local Level
7	MON – 3/08	Intervention and Policy Strategies that Support Equity

NOTE: Class 2 & 3 are out of order so we can integrate content from the Dr. Glaude lecture on 1/20.

SECTION TUESDAY 002

CLASS	DATE (2020)	TOPICS TO BE COVERED
1	TUES - 1/12	Patterns & Causes of Health Inequities
2	TUES – 1/19	Policy Analysis, Frameworks & Theory
3	TUES – 1/26	Strategies for Influencing Policy
4	TUES – 2/02	Health Care in the U.S. – Financing, Policies and Access
5	TUES – 2/09	Social Work Advocacy, Ethics and Equity
	TUES – 2/16	No Class – Wellness Day
6	TUES – 2/23	Policy Making at the State and Local Level
7	TUES – 3/02	Intervention and Policy Strategies that Support Equity

COURSE REQUIREMENTS OVERVIEW

Requirement	Points	Date/Due Date
Forum Post on Introduction, Perspective and Policy	5 points	1/18 for Monday class 1/19 for Tuesday class Submitting early is great!
Personal Interest Policy Exploration Worksheet, Action and Forum Post	30 points	Class 7**
Local Government Meeting Worksheet	25 points	Class 6
Policy Review Worksheet*	20 points	Class 7
Policy Presentation*	15 points	Class 7
Forum Post on Reflection and Next Steps	5 points	Class 7 (will accept up to 4 days after class has ended)

*The policy review worksheet and presentation can be done in groups of 2-3.

**Students who participate in the NASW NC Advocacy Day can have a deadline extension to March 15th.

GRADING SYSTEM: H = 94 to 100 P = 74 to 93 L = 70-73 F = 69 and below

COURSE OUTLINE

In order to maximize learning in a virtual environment, we will not be spending a fully 2 hours 50 minutes in class. On Sakai there is a section in Resources that holds a variety of supplemental videos and podcasts. Normally, these videos or parts of them would have been shown during class. Students are encouraged to engage in this content to extend their learning. The instructor will alert students as to which are best to view at different points in the course.

Class 1: Patterns and Causes of Health Inequities

1. Course overview, assignment review and preparation, and class introductions
2. Class community and learning expectations
3. Introduction to health disparities, including definition and prevalence
4. Causes / Influencers of health disparities
5. Conversation about COVID-19

Reading:

Tobin-Tyler, E. Teitelbaum, J.B. (2019). *Essentials of Health Justice, A Primer*. Burlington, MA: Jones & Bartlett Learning. Chapter 3: Population Health Disparities.

Ford, C., Griffith, D., Bruce, M., Gilbert, K.L. (2019). *Racism: Science & Tools for the Public Health Professional*. Washington, DC: APHA Press. Chapter 11: Action and Allegories (p.223)

COVID-19 (Skim a few of these articles or read one in depth to prepare for small group discussion)

- Check out this article ‘God be with us’ from the Washington Post on the manifestations of COVID-19 and masking policy in a South Dakota town.
<https://www.washingtonpost.com/nation/2020/12/09/south-dakota-mitchell-covid-masks/?arc404=true>
- North Carolina Medical Journal’s January/February 2021 (82:1) contains a variety of great articles on COVID-19 in North Carolina. Pick and choose! <https://www.ncmedicaljournal.com/content/82/1>
- This Health Affairs Blog – COVID-19 and Health Disparities: Insights from Key Informant Interviews by Pollack, H.A and Kelly, C. is a good read
<https://www.healthaffairs.org/doi/10.1377/hblog20201023.55778/full/>
- SAMHSA (Substance Abuse and Mental Health Services Administration)’s brief titled Double Jeopardy: COVID-19 and Behavioral Health Disparities for Black and Latino Communities in the U.S. is good. <https://www.samhsa.gov/sites/default/files/covid19-behavioral-health-disparities-black-latino-communities.pdf>
- The Center for Infectious Disease Research and Policy published a blog titled Studies spotlight COVID racial health disparities, similarities – read here <https://www.cidrap.umn.edu/news-perspective/2020/09/studies-spotlight-covid-racial-health-disparities-similarities>

Class 2: Policy Analysis Frameworks and Theory

1. Understanding social policy analysis
2. Key theories for social welfare policy analysis
3. Themes and assumptions that guide policy analysis
4. Application in class – small group review and analysis of a policy
5. Guest Speaker –Deondra Rose, PhD, Sanford School of Public Policy, Duke University

Readings:

O’Conner, M. K., & Netting, F. E. (2011). *Analyzing social policy: Multiple perspectives for critically understanding and evaluating policy*. Hoboken, NJ: John Wiley & Sons.

- Chapter 4: Applications in Rational Policy Analysis
- Chapter 6: Applications in Nonrational Policy Analysis
- Case Study
- Optional – on Sakai there are several charts and “cheat sheets” that summarize what is described in the chapters. It might be helpful to print those out and/or read them with the chapter for clarity.
- Below is a quick look at the different theories discussed.

Rational Policy Analysis Theories	Nonrational Policy Analysis Theories
<ol style="list-style-type: none"> 1. Jansson’s Six-Step Policy Analysis Framework 2. Huttman’s Policy Analysis Model 3. Holcomb & Nightingale’s Implementation Analysis Model 4. Segal & Bruzuzy’s Questions for Social Welfare Policy Analysis 	<ol style="list-style-type: none"> 1. Stone’s Policy Paradox Approach 2. Kindgon’s Policy Primeval Soup Approach 3. Prigmore & Atherton’s Policy Analysis 4. Guba’s Policy-in-Action Policy Type Taxonomy

Daftary, A.H. (2018). Critical Race Theory: An Effective Framework for Social Work Research. *Journal of Ethnic & Cultural Diversity in Social Work*. DOI: 10.1080/15313204.2018.1534223

Hinson, S., Healey, R., Weisenberg, N, Bester, D., Sinclair, C. Selections from Race, Power & Policy Targeted Universalism prepared for the National People’s Action by the Grassroots Policy Project.

Class 3: Strategies for Influencing Policy

1. How to effectively communicate a policy position
2. Discuss different approaches to policy change at multiple system levels
3. Discuss the Inauguration Day lecture given by Dr. Eddie Glaude Jr.

Required: Participate in School of Social Work’s webinar with Dr. Eddie Glaude on January 20th at 6pm. See announcements for details.

Reading:

Read the following three items from the Frameworks Institute: The Storytelling Power of Numbers, Don’t

Think about Elephants and Framing on Your Feet. The links are on Sakai.

Abrams, S. (2018). *Lead from the Outside*. New York, NY: Picador. Chapter 7: Making What You Have Work.

Brown, A.M. (2017). *Emergent Strategy, Shaping Change, Changing Worlds*. Chico, CA: AK Press. Introduction.

Glaude, E.S. (2017). *Democracy in Black*. New York, NY: Penguin Random House LLC. Chapter 8: A Revolution of Value.

Optional: Read article on Sakai – White Activists Causing Burnout to Racial Justice Activists. Check out Stories to Save Lives study at <http://storiestosavelives.web.unc.edu/>

CLASS 4: Health Care in the U.S. – Financing, Policies and Access

1. Affordable Care Act
2. Federal financing of health care in the US – focus on Medicaid
3. Private sector health care and reform
4. Role of social workers in health care settings
5. Brief updates on Medicaid Transformation in NC
6. Dr. Pam Silberman, Health Policy & Administration, Gillings School of Global Public Health

Reading:

Read some of the news feed and information from the Henry J. Kaiser Family Foundation (on Sakai) and check out <http://kff.org/understanding-health-insurance/>

Read at least two articles (including The Affordable Care Act: Against the Odds, It's Working by Pam Silberman) and skim others from the North Carolina Medical Journal's November-December 2020 Issue on *10 Years of the ACA in North Carolina*. Link on Sakai and [here](#).

CLASS 5: The Role of Social Workers in Advocacy, Ethics and Equity

1. Role of social workers in addressing health disparities and improving access – past and current
2. Policy practice and legislative action – the Grand Challenges of Social Work
3. Advocacy and its place in micro and macro practice
4. Lessons from the field: Guest Speakers TBD

Reading:

Tobin-Tyler, E. Teitelbaum, J.B. (2019). *Essentials of Health Justice, A Primer*. Burlington, MA: Jones & Bartlett Learning. Chapter 4: Social and Structural Barriers to Health

Tobin-Tyler, E. Teitelbaum, J.B. (2019). *Essentials of Health Justice, A Primer*. Burlington, MA: Jones & Bartlett Learning. Chapter 5: Safety Net Programs and Legal Protections that Support Health

Read about NASW North Carolina policy agenda and work <https://www.naswnc.org>. Read about the NASW (national) priorities for social justice <http://www.socialworkers.org/Advocacy/Social-Justice>

Listen to Reverend Dr. Barber's webinar – on Sakai in videos. Note that you have a unique link and access to this video is only for you per agreement with Dr. Barber.

See other resources that may be of interest on Sakai.

Class 6: Policy Making at the State and Local Levels

1. How to influence policy at a state, county, city and agency level
2. Process of local government and impact of policies on clients and populations
3. Discuss the idea of health in all policies
4. Lessons from the field: Guest Speakers TBD

Reading:

SKIM: Health in All Policies: A Guide for State and Local Governments (on Sakai)

Check out the National Association of Counties website (link on Sakai)

Other reading TBD

Class 7: Intervention and Policy Strategies that Support Equity

1. Discuss policies and strategies for reducing disparities (Student Presentations)
2. Practice communication skills for sharing policy ideas
3. Share perspectives on different advocacy strategies
4. Class wrap up and review

No readings

Students will be focused on policy review and policy presentation preparation.

CLASS ASSIGNMENTS

IMPORTANT NOTE: Please follow instructions about how to name your file. Also, please be sure to have your name(s) on the document itself – in the header or written somewhere at least once. In the past, students have submitted items labeled “policy assignment” without a name. Please pay careful attention. Thanks!

FORUM POST ON INTRODUCTION, PERSPECTIVE AND POLICY: (5 POINTS)

Due: Class 2 – Happily received even before class starts!

In the forum section on Sakai there is a space for students to share their thoughts and observations about policy, health equity and advocacy. This is an opportunity for students to identify the issues that they care

about, their experience, and hopes for the class. See question prompts in forum description. The post should be 3-5 paragraphs. As long as the post is done on time and with care, all points will be given.

FORUM POST ON REFLECTION AND NEXT STEPS: (5 POINTS)

Due: Class 7

In the forum section on Sakai there is a space for students to share their thoughts and observations about policy, health equity and advocacy – reflecting on what they learned, questions they are still contemplating, thoughts about next steps in their policy journey. See question prompts in forum description. The post should be 2-5 paragraphs. As long as the post is done on time and with care, all points will be given.

PERSONAL INTEREST POLICY EXPLORATION AND FORUM POST (30 POINTS)

Due: Class 7 (Will accept earlier!)

There are many areas that students may wish to explore during this course and very little time to cover a lot of topics. This assignment gives you a chance to self-direct your own learning. Is there a Netflix documentary series that you've wanted to watch (e.g. Undocumented or the 13th Amendment)? Have you wanted to spend time with the New York Times 1619 series? Do you want to attend the UNC Minority Health Conference? Do you want to go through voter registration training? Is there something going on in field that you'd like to engage in more? Do you want to read the whole *Emergent Strategies* book or Stacey Abram's new book – or something else? Do you want to make time to meet with a policy maker? So much to explore! Here is your chance! You might consider aligning your policy assignment with this exploration for good multi-tasking value.

Need ideas? Not sure if your idea will "count"? Just email Sarah or ask her during our pre/post class open sessions. Give the point value of this assignment, I would expect that the activity you choose would at least take a few hours to complete.

Please write up a 2-3 page paper (12 inch margin, 1.5 inch spacing, 12 point font) about your experience and submit via assignments in Sakai. Please save your file as follows: YOUR LAST NAME_PERSONAL INTEREST.

Please share 1) what you did/read/saw in detail (with citations), 2) why you chose this topic/activity, 3) talk about what you learned, 4) what is the connection between this event and policy and health justice, and 5) one action that you will / could take in follow up to what you learned.

Additionally, you are asked to create a Forum Discussion post about your exploration. There is a prompt for this on Sakai. Please describe briefly what you did and share one key take away that you want to offer your classmates. If there is a link to a video or document that you can include for your classmates please do.

If students complete both parts of the assignment and respond to all the questions they will pass. Students who take on a particularly ambitious project (e.g. attend the Minority Health Conference for two days) which clearly takes additional time or who do a particularly strong job in responding to the prompts and post will earn an "H".

LOCAL GOVERNMENT VISIT AND WORK SHEET (25POINTS)

Due: Class 6

Students need to find and attend a local government meeting in their community. This could include a school board meeting, county commission meeting, city planning meeting or other relevant meeting where policy is considered. All of the meetings are virtual.

Please complete the worksheet - attached to assignments on Sakai and in the assignments section in Resources in Sakai). This will give you a chance to reflect on what you saw and your experience of engaging in local government. Length should be two pages. It is fine if students write more. Be sure to save your file as follows before you upload it to assignments on Sakai: YOUR LAST NAME_Gov Visit. If you answer all the questions on the worksheet you will pass. To receive an "H" weave what you learned with class reading, conversation, your personal exploration or other experience.

To find meetings go to local government websites (examples see below) and look for meeting schedules or calendar. This can be **for any county in NC** or honestly any county ANYWHERE in the US as everyone should be virtual – below are just some sample links. Question? Ask the instructor and classmates during the pre/post class open sessions.

- <http://www.dconc.gov/home>
- <http://www.wakegov.com/>
- <http://www.co.orange.nc.us>

This assignment focuses on competency 5.1 and 5.4. It also touches on the ways that institutional policies and practices may impact oppression 2.1. It also builds the skills necessary to advocate for social justice and human rights (3.2).

POLICY REVIEW WORKSHEET (20 POINTS)

Due: Class 7

This assignment can be done in pairs. For this assignment, you will need to focus on one policy topic. This could be a policy issue that is important in your field placement OR another policy of your interest OR the instructor can provide you with policy options – some links to agencies with policy issues are listed below. All policies must address a health disparity – recognizing that there are many influences on health and many populations that experience inequities.

Please take time learning about the policy accessing resources from a variety of sources – conversations, blogs, public documents, published papers, website – it is all acceptable data for policy analysis. Please complete the worksheet - attached to assignments on Sakai and in the assignments section in Resources in Sakai). Be sure to save the document with your last names in the title. Be sure to label your files as such LAST NAME_LAST NAME_ Policy Paper. Write the last name of all group members in the file name please. All partners should upload a copy to the assignment page (clearly it can be the same document for both team members – I just need a copy uploaded for grading system purposes).

If students complete the worksheet with clear, thoughtful and cogent responses they will pass. Points will be removed for sections that are left blank. Students who demonstrate that they have gone above and beyond in identifying resources / policy research and who provide insightful responses that are

linked to class reading and discussion will earn an “H”.

Websites on Potential Policy Topics:

- NASW (Social Work Professional) - <http://www.socialworkers.org/advocacy/default.asp>
- American Public Health Association - <http://www.apha.org/advocacy/>
- Progressive NC - <http://www.ncjustice.org>
- Conservative NC - <http://www.johnlocke.org>
- Heritage Foundation- <http://www.heritage.org>
- Kaiser Family Foundation- <http://kff.org>
- Policy Link - <http://www.policylink.org/>
- Women AdvaNCe - <http://www.womenadvancenc.org> or Momsrising - <http://www.momsrising.org>
- National Council of La Raza - <http://www.nclr.org>
- The North Carolina Justice Center - <http://www.ncjustice.org/>
- EqualityNC equalitync.org
- Institute for Southern Studies
- DemocracyNC.org
- If you are in field check out your agency’s website and ask about their policy agenda

This assignment will build your skills and knowledge on competencies 5.1, 5.2, and 5.4.

HEALTH POLICY PRESENTATION (15 POINTS)

Due: Class 7

Each group will have about 10 minutes to share information about their policy issue with the class. Most advocates get just a few minutes to get the attention of policy makers and open the door for further conversation! Ideally this will be a 7-minute presentation with a few minutes for questions and discussion.

Policy presentation should include:

- a. What is the policy? (Title, level of govt or organization, policy stage)
- b. How will the policy promote health justice / reduce health disparities?
- c. Who are the key advocates for this policy? (organizations, people/agencies)
- d. Describe at least one counter point / stakeholder group that does not agree with this policy and why
- e. What action should be taken in response to this policy issue? (e.g. vote yes, vote no, draft a new policy, etc.)

Your presentation needs to be concise and well thought out — practice. Power point slides may be helpful but you may also create a handout or a short video. You could share a video of an interview with the person who wrote the policy. You can go simple “old school” and that is absolutely fine. Or you could invent if that is easier in this virtual environment. For those who feel anxious speaking in front of a class or about the assignment, you could film a short video clip and share that with the class if you’d prefer.

Be sure to label your files as such LAST NAME_LAST NAME_PRESENTATION. Write the last name of all group members in the file name please. Please email your presentation or handouts to Sarah by 7am (if not sooner

– sooner would be better). If you have a handout please email that to the class with a copy to the instructor by 7am the morning of Class 7 so they can have it available. Sarah will also post the handouts to Sakai.

The goal of the presentations is to provide students with a chance to hear about many different types of policies and issues aimed at reducing disparity. Annually this is one of the most popular classes of the semester! Students report that they really enjoy learning from each other about a breadth of policies.

For grading, the instructor will provide scores based on the rubric below. Additionally, all students will be asked to provide at least one comment to each group. See Sakai for the form. This comment could offer compliments, suggestions for their presentation style, questions, and/or highlight something they learned. This won't be part of the grade but is always valuable peer feedback which is important. It also helps support concentration.

5=Superior, 4= Strong, 3= Good, 2= Adequate, 1= Weak (circle one)

Description of health disparity issue/problem (e.g. is it compelling? Clear?)	5	4	3	2	1
Description of the policy (e.g. easy to understand and makes sense for addressing the problem)	5	4	3	2	1
Presentation is paced well, engaging, action steps make sense and are clear	5	4	3	2	1

This assignment will allow you to practice the communication techniques. This assignment will build your skills and knowledge on competencies 5.1, 5.2, and 5.4. You will also practice competency 1.3 as the presentations will be peer reviewed and scored. Hopefully, you will approach listening to all of the presentations with a spirit of inquiry about diverse populations and the way different policies impact their health (2.5).