

Health Policy – Healthy Communities Syllabus
Course 20307-4 Credits
Room 10871

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This course will focus on the emerging changes in the public health system rooted in the Affordable Care Act and the National Prevention Strategy 2011 with a focus on healthy communities' policies. Healthy communities' policies are geared to reduce prevalence of chronic disease by addressing behavioral risk factors and the social and environmental predictors of health that fall far outside the healthcare arena.

Policies to reduce health risk factors through federal, tribal, state, and local initiatives are intended to bridge the promotion of healthy lifestyles and healthy equity and move us from a healthcare system based on sick care to one focused on prevention and wellness. The class will examine public health theories and practice designed to change social and environmental factors that influence individual and community attitudes and behaviors.

Students will examine components of healthy communities' initiatives that work across the life span through multi-sector partnerships using a policy, environment, and systems change approach. Students will explore the use of data, community assessments and evidence-based and promising practices, and where gaps may exist, in support of these efforts.

The first week, students will work break into small groups that will work through a continuum of activities to develop a healthy communities' policy initiative throughout the course. As a final project, the groups will present their policy initiative the last day of class. In addition, each student will develop a policy brief on their initiative designed for a specific audience.

Students will need a computer or other electronic device in class in order to access the internet and to work on journal writing as time allows.

Student Learning Objectives

As a result of this class the students will be able to:

- Describe the relevance of public health to the Affordable Care Act (ACA) and emerging public health efforts.
- Discuss public health theories and practice designed to change social and environmental factors that influence individual and community attitudes and behaviors.
- Identify and develop components of healthy communities' initiatives.
- Work with data, community assessments and evidence-based and promising practices to support healthy communities' policies and identify where gaps exist.

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- Identify use of multi-sector healthy communities' partnerships and initiatives at federal, state, tribal and local levels; their successes and challenges.
- Work collaboratively to develop a policy initiative.
- Formulate a policy briefing and further develop skills in research, critical thinking, analysis, writing, speaking and presentation.

Required Reading

1. Brownson, Ross (2011) *Evidence-based Public Health*. Oxford University Press, Inc. 2nd Edition, ISBN: 9780195397895.
2. Coreil, Jeannine (2010) *Social and Behavioral Foundations of Public Health*. Sage Publications, Inc. 2nd Edition, ISBN: 9781412957045.
3. National Prevention Council, *National Prevention Strategy*, Washington, DC: U.S. Department of Health and Human Services, Office of the Surgeon General, 2011.
<http://www.surgeongeneral.gov/initiatives/prevention/strategy/>
4. Maternal and Child Health Bureau. *Rethinking MCH: The Life Course Model as an Organizing Framework Concept Paper*. U.S. Department of Health and Human Services, Health Resources and Services Administration, 2010. (Paper will be provided in class).
5. Rudolph, L., Caplan, J., Ben-Moshe, K., & Dillon, L. (2013). *Health in All Policies: A Guide for State and Local Governments*. Washington, DC and Oakland, CA: American Public Health Association and Public Health Institute.
http://www.phi.org/uploads/files/Health_in_All_Policies-A_Guide_for_State_and_Local_Governments.pdf

Additional References (additional materials may be distributed in class)

6. National Prevention Council, *Annual Status Report*, Washington, DC: U.S. Department of Health and Human Services, Office of the Surgeon General, 2013.
7. Centers for Disease Control and Prevention-Division of Community Health. *A Practitioner's Guide for Advancing Health Equity through Chronic Disease*. Atlanta, GA: US Department of Health and Human Services, 2013.
<http://www.cdc.gov/nccdphp/dch/pdf/FoundationalSkills.pdf>

Assignments

1. **Weekly Intellectual Journal Writing** - Students will be required to write for 20 minutes on reflections and insights of their learning based on readings and class activities (in class if time allows).

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2. **Research and identify three distinct definitions** of “healthy communities” by Google search.
3. **Compare and Contrast Paper** (1-2 pages): Research and identify three “healthy communities’ initiatives.” Compare and contrast the partners involved and their roles and interests.
4. **Identify two examples of Community Assessments** used in “healthy communities’ initiatives” (refer to them in your weekly writing).
5. **Identify one “healthy communities’ initiative” focused on a special population** and be prepared to share details in class.
6. **Essays** – Two response essays limited to 2- 3 pages in length. These papers are to analyze the main ideas, hypotheses, assertions and the assumptions presented by the author or the application of a research method, a theory, an epistemology or a paradigm. The response papers should address 3 main assertions or ideas presented by the author, how well those ideas are supported, and 3 major assumptions made and summarize your opinion of the work.
7. **Final Project/Presentation (details will be discussed in class).**
Students will break into small groups that will work through a continuum of activities to develop a healthy communities’ policy initiative throughout the course.
 - a. **Group:** A brief overview and outline of the policy initiative is due at the end of class in week 5. 20 minute group presentations of the policy initiatives will be given during the last day of class.
 - b. **Individual:** Students will individually develop a policy brief (2-3 pages) on their groups’ healthy communities’ initiative designed for a specific audience.

Tentative Schedule (There may be adjustments to the class topics. **Assignments will not be altered.**)

Date	Class Topic	Reading	Assignment
Week 1 1/6/14	Introductions and Course Overview Faculty Presentation Group Discussion re: National Prevention Strategy Review of Final Project Assignment Group Breakout Activity: Defining Healthy	<i>National Prevention Strategy</i> http://www.surgeongeneral.gov/initiatives/prevention/strategy/	Reading Journal Writing (in class if time allows) Identify three distinct definitions of Healthy Communities by Google search

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	Communities Health in All Policies-Video		
Week 2 01/13/14	Partnerships in Policy, Environmental and Systems Change Community Health Transformation: Speakers to be Announced Faculty Presentation Seminar: Coreil Part I-II Group Activity: Identification of Partners	Coreil: Part I 1-3 and Part II 4-6	Reading Paper (1-2 pages): Identify three Healthy Communities Initiatives, the partners involved and their roles and interests. Journal writing
Week 3 01/20/14	Holiday —In lieu of class there is additional reading.	Coreil: Part III 7-9, Part IV 10, and Part V 13-15, and Part VI 17.	Reading Journal writing
Week 4 01/27/14	Evidence-Based Practice Healthy Eating Active Living Speaker: Amy Ellings Healthy Eating Active Living Program Manager WA State Department of Health Faculty Presentation Seminar: Brownson and Rethinking MCH Group Activity	Brownson, et al: 1 pgs 3-34. Rethinking MCH: The Life Course Model as an Organizing Framework Concept Paper	Reading Journal writing Essay: Topic can be based upon Coreil, Brownson, and/or Rethinking MCH readings
Week 5 02/03/14	Framing the Issue and Community Assessments and working with Communities	Brownson 4-6, pgs.101-157	Reading Journal writing Identify two

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	<p>Group Activities</p> <p>Seminar: Brownson</p>		<p>examples of Community Assessments used in Healthy Communities' Initiatives (refer to them in your weekly writing)</p>
<p>Week 6 02/10/14</p>	<p>Scientific Evidence and working with Special Populations</p> <p>Speaker: Frances Limtiaco, MPH Tobacco Prevention and Chronic Disease Disparities Coordinator</p> <p>Group Activities</p>	<p>Brownson, et al 2-3 pgs. 35-100</p>	<p>Reading Journal writing</p> <p>Identify one Healthy Communities Initiative focused on special populations and be prepared to share details in class</p>
<p>Week 7 02/17/14</p>	<p>President's Day – No Class</p>	<p>Brownson 7-8, pgs. 158-205 Health in All Policies</p>	<p>Reading Journal writing</p>
<p>Week 8 02/24/14</p>	<p>Implementation and Evaluation of Policies and Programs</p> <p>Faculty Presentation/Class Discussion</p> <p>Group Activities</p>	<p>Brownson 9-10, pgs. 206-258</p>	<p>Reading Journal writing</p> <p>Essay (Topic can be based upon either Brownson or Health in All</p>

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			Policies readings)
Week 9 03/03/14	Emerging Public Health Issues Speakers to be Announced Seminar: Brownson and Coreil	Brownson 11, pgs 259-272 and Coreil Afterword pgs. 417-419	Reading Journal writing
Week 10 03/10/14	Class Presentations		Final presentations
Evaluation Week 03/17/14			Final paper and self and faculty evaluations

Student Expectations

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence. *After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) you may be denied full credit.* Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is a unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will not be awarded. Full loss of credit decisions will be made by the faculty. *Plagiarism (i.e., using other peoples' work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.* Failing to complete one or more assignments, completing one or more assignments late, or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress

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towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

Evaluation: Written self-evaluations and a faculty evaluation are required for credit at the end of the quarter.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: **Contact faculty** before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Expectations of Students and faculty: to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (as long as the concerned party feels safe doing so). *Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and*

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learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College philosophy.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide by the student conduct code (including academic integrity and plagiarism):

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm. You are responsible for checking email and ensuring viable transportation options are available to you.