University of Alberta

Course Guide for Pols 424/540
Fall 2016

Public Policy and Health

Instructor:

Name: John Church, PhD.
https://www.ualberta.ca/arts/about/people-collection/john-church
COURSE DESCRIPTION:

The course is designed to ground the student in the structures and processes associated with public policy, and to facilitate the critical multi-disciplinary evaluation of selected health-related incidents and issues, with a specific emphasis on health promotion. While emphasis is placed on the Canadian context, case examples and general readings come from a variety of international jurisdictions.

COURSE GOALS:

Through the content and format of this course, the student will be able to:

1. Define public policy;
2. Identify the components of the public policy process;
3. Assess the strengths and weaknesses inherent in the public policy process;
4. Critically evaluate the contribution of the public policy process to selected health policy-related incidents;
5. Understand how multi-disciplinary frameworks might be applied to assess health policy-related incidents and issues;
6. Apply various policy analysis techniques to practical situations.
7. Explore the impact of public policy on health; and
8. Explore new conceptual ground by extending and extrapolating from the information, ideas, and paradigms.

INSTRUCTOR EXPECTATIONS:

Successful participation in the real world of health promotion and policy analysis requires an ability to express ideas in verbal and written format in a clear and concise fashion. The course is structured to reflect this reality. Participants will be expected to have listened to audio presentations/completed assigned readings prior to each class session, and to participate fully in class discussions. In addition, participants are expected to meet assignment deadlines.

CLASS FORMAT:

Classes will include pre-recorded lectures by the professor, in-class, reading-based discussions led by students and practical exercises. Each student will be required to lead one in-class discussion based on at least one of the assigned readings. A list of relevant readings will be provided along with instructions about how to prepare for leading the in-class discussion. A two-class, role-playing simulation exercise will require each student to assume a role and prepare accordingly for in-class sessions. Specific instructions about preparation for the simulation will be provided.

OFFICE HOURS: By appointment

COURSE TEXT:

The following text can be purchased from the bookstore:

**Requirements And Evaluation:**

The course requirements are outlined below. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. Tests and assignments will be assigned a letter grade. The instructor will not ‘curve’ or adjust final grades according to any preset formula. The approach to assigning marks and grades used for Pols 440/540 is as follows. All assignments are given a raw score based on the percentage of the final mark for the course that the assignment represents. For example, if assignment one represents 40% of the final mark for the course then the student would receive a mark out of 40.

At the end of the course, the raw scores for all assignments are totaled. The instructor then assigns a final grade for the course based on the four-point scale. The instructor uses the following range for determining how the total raw score translates into the 4-point scale.

Remember, receiving a 4 or an A+ for a course will not necessarily increase your chances of getting academic funding, if everyone else in the class receives a 4 or A+, or if the class average is generally high.

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<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
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<tbody>
<tr>
<td>Excellent</td>
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<tr>
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<tr>
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<tr>
<td></td>
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<tr>
<td>Failure</td>
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Evaluation of the following course requirements will determine students’ grades:

- Class Participation: 13%
- Student-lead discussions: *12%
- Midterm Exercise: *20% (Week 6-7 take-home assignment)
- Policy Simulation Assignment: *30% (15% participation, 15% written assignment, due in Week 11)
- Term Assignment: *25% (Due in week 13)

* A more detailed description of this exercise/assignment will provided during the first class.
Procedure for Submitting Assignments

When submitting assignments such as essays or other written work the following procedure should be followed.

All written assignments must comply with university guidelines on style, content, and format, including referencing.

Students should e-mail one copy of all written assignments in Word format to the instructor on or before the deadline. Students are responsible for ensuring that all submitted materials are in a readable (Word) format. Assignments submitted in class, or slipped under the instructor’s door will not be accepted and will be considered late.

*When submitting assignments, students should include only the following information on the front page: the title of the paper, the course number, and the student I.D.* The name of the student should not appear anywhere on the document. The instructor uses a blind marking approach to ensure fairness to all students. **Failure to adhere to these requirements will result in the assignment being considered as not submitted.**

All written assignments will be due by no later than midnight on the Friday of the assigned week.

Policy for Late Assignments:

It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. Normally, only documented medical or family emergencies qualify for an extension. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then you should be prepared to be penalized 5% per day.

Academic Integrity

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of StudentBehaviour (online at [http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx](http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and working environment

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the student ombudservice: [http://www.ombudservice.ualberta.ca](http://www.ombudservice.ualberta.ca). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at [http://gfcpolicymanual.ualberta.ca/](http://gfcpolicymanual.ualberta.ca/).

**Plagiarism and Cheating:**

All students should consult the “Truth-In-Education” handbook or Website ([http://www.tie.ualberta.ca/~media/tie/Documents/A1_Handbook.pdf](http://www.tie.ualberta.ca/~media/tie/Documents/A1_Handbook.pdf)) regarding the definitions of plagiarism and its consequences when detected. Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult the “Truth-In-Education” handbook or Website. Also discuss this matter with any tutor(s) and with your instructor.

**Recording of Lectures:**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

**Attendance, Absences, and Missed Grade Components:**

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

**Specialized Support & Disability Services:**

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): [http://www.ssds.ualberta.ca](http://www.ssds.ualberta.ca). This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction &
Authorization form.

Feeling Overwhelmed? (In Need Of Student, Social, Financial Or Security Services?):

Student Peer Support is there to listen, offer support, supply information and provide services: [https://www.su.ualberta.ca/services/psz/](https://www.su.ualberta.ca/services/psz/)

Course Calendar / Reading List

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<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Organization</td>
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<td>September 1</td>
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<tr>
<td>Week 2</td>
<td>What Is Public Policy?</td>
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<td>September 8</td>
<td>Howlett et al, Chapter 1</td>
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<tr>
<td>Week 3</td>
<td>Influences on Policy Making</td>
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<tr>
<td>September 15</td>
<td>Howlett et al, Chapter 3</td>
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<td></td>
<td>Case examples:</td>
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<tr>
<td>Week 4</td>
<td>Problem Definition &amp; Agenda Setting</td>
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<td>September 22</td>
<td>Howlett et al, Chapter 4</td>
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http://www.nccphp.ca/docs/FafardEvidence08June.PDF


Optional readings:

Responses to Campos et al…

Soowon Kim and Barry Popkin M “Commentary: Understanding the epidemiology of overweight and obesity—a real global public health concern”
http://ije.oxfordjournals.org.login.ezproxy.library.ualberta.ca/content/35/1/60.full.pdf+html

Rigby N. “Commentary: Counterpoint to Campos et al. “

Lobstein T. “Commentary: Obesity—public health crisis, moral panic or a human rights issue? “
http://ije.oxfordjournals.org.login.ezproxy.library.ualberta.ca/content/35/1/74.full.pdf+html

Stevens J. McClainJ.E. and Truesdale K.P. “Commentary: Obesity claims and controversies”
http://ije.oxfordjournals.org.login.ezproxy.library.ualberta.ca/content/35/1/77.full.pdf+html

Practical Discussion:

Developing Health Promoting Policies: Step 1 - 2

| Week 5  
| September 29  |
| **Formulating and Choosing**  |
| Howlett et al, Chapter 5  |
| Malcolm Gladwell, *The Tipping Point*, The New Yorker June 3, 1996,  
| [https://www.youtube.com/watch?v=YFbkVL1X9M8](https://www.youtube.com/watch?v=YFbkVL1X9M8)  |
  [http://www.ncchpp.ca/docs/FafardEvidence08June.PDF](http://www.ncchpp.ca/docs/FafardEvidence08June.PDF)  |
  Available from Instructor  |
  [http://content.healthaffairs.org/content/21/6/142.full](http://content.healthaffairs.org/content/21/6/142.full)  |
| **Practical Discussion:**  |
| Developing Health Promoting Policies: Steps 3-6  

| Week 6  
| October 6  |
| **RECEIVE TAKE-HOME MIDTERM ASSIGNMENT**  |
| **Writing an Effective Briefing Note (Mid-term preparation)**  |
| Potter, I., Policy Analysis in Government: A Policy Wonk’s Travel Guide,  
  Available from instructor  |
<table>
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<th>Week 7</th>
<th>October 13</th>
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<tr>
<td>TAKE-HOME MID-TERM ASSIGNMENT DUE ON FRIDAY</td>
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<tr>
<td>BEGIN PREPARATION FOR SIMULATION EXERCISE (Weeks 9-10)</td>
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**Doing Policy Research: From Evidence to Audience(s)**


http://www.cprn.org/documents/50036_EN.pdf


http://www.plosmedicine.org/article/info:doi/10.1371/journal.pmed.0020166

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<th>Week 8</th>
<th>October 20</th>
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**Implementing and Evaluating**

Howlett et al, Chapters 7,8,9


http://eds.a.ebscohost.com.login.ezproxy.library.ualberta.ca/eds/detail/detail?sid=b695e01-3dd3-4999-a972-570e2fbb16f7%40sessionmgr4008&vid=0&hid=4105&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c210ZQ%3d%3d#AN=102167873&db=a9h


http://eds.a.ebscohost.com.login.ezproxy.library.ualberta.ca/eds/detail/detail?sid=2726a6d4-e105-42f5-b2ae-9afa92e24cc%40sessionmgr4007&vid=0&hid=4105&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c210ZQ%3d%3d#AN=edsjsr.10.2307.975901
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<th>Week 9</th>
<th>Simulation Exercise: Part 1</th>
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<tr>
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<td>IPAC Case Study 2.18 &quot;The River Valley Health Authority&quot;1 -A Resource Allocation Simulation- by John Church, Don Philippon, Ed Chown</td>
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<tr>
<td>October 7</td>
<td>IPAC Case Study 2.18 &quot;The River Valley Health Authority&quot;1 -A Resource Allocation Simulation- by John Church, Don Philippon, Ed Chown</td>
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**MIDTERM BREAK NOVEMBER 7-10**

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<tr>
<th>Week 11</th>
<th>Tobacco Control and Media Advocacy</th>
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http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1080/108107398127139

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<tr>
<th>Week 12</th>
<th>Health Reform and Public Policy in Canada: What's the problem?</th>
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<tr>
<td>November 24</td>
<td>Howlett et al, Chapter 9</td>
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Lazar, Harvey, Forest, Pierre-Gerlier, Lavis, John N, Church, John
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<tr>
<th>Week 13</th>
<th>Health Reform and Public Policy in Canada: What’s the answer?</th>
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Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS
AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)
30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts
No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence
No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: http://www.osja.ualberta.ca/en.aspx
EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

Procedures for Instructors Regarding
Plagiarism, Cheating,
Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean — or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

Possible Sanctions
One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

30.4.3(2) a.i. a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
30.4.3(2) a.ii Reduction of a grade in a course
30.4.3(2) a.iii.a grade of F for a course
30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
30.4.3(3) b Expulsion
30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

30.4.3(3) e Suspension of a Degree already awarded
30.4.3(3) f Rescission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR STEVEN DEW
PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 27/08/2015