

**CHSC 543: Maternal and Child Health Policy and Advocacy
Spring 2007 – Blended Course**

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Office Hours: Monday 3:00-4:00 or by Appointment

Course time: Monday 4:30-6:45 (in-class time) as well as virtual time

Location: **Chicago:** School of Public Health PI- Room 636
Peoria: A209 at the University of Illinois College of Medicine

Format: Faculty and guest lectures, student presentations and exercises, and use of a class Blackboard for interactive communication/exercises. **Polycom** will be used to allow for the class to be simultaneously delivered in Chicago and Peoria. In addition, some class exercises and complete classes will be conducted on-line (**virtual class**).

Evaluation: Grading will be based on the following:

- 1) Attendance and participation in **face to-face** class discussions demonstrating familiarity with assigned materials (**5%**)
- 2) Policy Brief. Final version of the **Policy Brief** to be posted on the Blackboard Discussion Board (**Assignment #1 Policy Brief**). (**35%**)
- 3) **Written testimony and Legislators Letter** to be posted on the Blackboard Discussion Board (**Assignment #2a: Advocacy Testimony**) (**15%**) and (**Assignment #2b: Dear Legislators Letter**) (**10%**)
- 4) **Successful completion of all virtual assignments** (**35%**)

Class Website: <http://blackboard.uic.edu>

The course site is located in Blackboard and contains the syllabus. For detailed information on Blackboard, see the section on “Using Blackboard” below.

Reading materials:

To access the course readings, you will need to log into the course Blackboard site: <https://blackboard.uic.edu/>. In the CHSC 543 Blackboard navigation menu, click on the button "course readings." This will open a new Internet window and you will be prompted to submit the password to access the readings. The password is chsc543, and it is case sensitive. All course readings are in adobe files. If you do not have adobe, you can download it free at: <http://www.adobe.com/products/acrobat/readmain.html>.

BOOK. Governing Health, The Politics of Health Policy, Third Edition by Carol S. Weissert and William G. Weissert, Johns Hopkins University Press, Baltimore, 1996. This book can be purchased from the UIC Campus Bookstore.

For those of you in Peoria, you can purchase the book directly from Johns Hopkins University Press. Chapter readings are assigned below.

Additional readings. The faculty will supply any additional required readings. **All readings are required.**

Prerequisite:

CHSC 441 or CHSC 594 MCH Outcomes and Measurement or Consent of the Instructor

Course Objectives:

Students participating in this class will:

- 1) understand the social, political, psychological and economic values and assumptions that have influenced the development and implementation of health and welfare policy in the US with some emphasis in particular on Maternal and Child Health (MCH) policy.
- 2) know the steps of the policy formation process.
- 3) be aware of the various types of policy analysis.
- 4) understand the components of a social problem analysis as well as an analysis of the historical context in which a policy solution emerges.
- 5) be able to apply a policy analysis framework to the evaluation of policy options. .
- 6) be able to collect and summarize data relevant to an issue; to state policy options; to articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.
- 7) appreciate the role of advocacy in the policy formation process and be able to advocate in support of a policy position.
- 8) be knowledgeable about the various strategies for advocacy (legal, administrative, legislative).
- 9) be aware of current key policy and advocacy issues in public health with an emphasis on Maternal and Child Health.
- 10) be able to prepare a policy brief that summarizes a key policy issue and makes recommendations for change.

Competencies Addressed by this Course:

- 1) To be able to place a public health problem in an historical, current (social and political factors), as well as international context.
- 2) To be knowledgeable about the historical and scientific basis of public health policies and practices in the United States with a particular emphasis on Maternal and Child Health.
- 3) To be knowledgeable about the process of health and welfare policy development, promotion, and enactment in the U.S.
- 4) To be able to conduct a policy analysis relevant to the issue being addressed.
- 5) To be able to collect and summarize data relevant to an issue; to state policy options; to articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.
- 6) To be able to state the feasibility and expected outcomes of and barriers to achieve each policy option and decide on the appropriate course of action.
- 7) To be able to write a clear and concise policy brief, position paper, and/or testimony appropriate for a specific audience.

Policy and Advocacy Class Groups

For the purposes of completing overall on-line course requirements or work required during virtual class days, you will be divided into groups of 3 or 4 individuals. Group assignments will be made during the first week of class. **Each group will have a separate “Group Space” on the class BlackBoard. Click the Groups button in the BB navigation menu to see your group assignment.** You can use this group space for virtual chatting under the **Collaboration** function, and for posting various versions of assignments and internal responses under the **Group Discussion** board. However, so that everyone in the entire class can see your final versions of each assignment, you will post the final versions of each assignment under the **Class Discussion Board (see below)**. You will post all assignments here whether they are individual or group, and whether they are virtual or traditional assignments. For **group assignments**, be sure to label the assignment with your **group name (e.g., Group A, Group B)**.

Course Requirements:

This course focuses on the *policy-making process, the role of advocacy in the policy-making process, and policy analysis*. There will be **two out-of-class assignments** (one assignment has two parts) as well as several in-class assignments. As adult learners you are expected to keep up with reading assignments, attend class and participate in class discussions. All written work is expected to meet the basic standards of writing proficiency and must conform to accepted standards for citing other individuals’ work through proper referencing. **The format found in the Publication Manual of the American Psychological Association, Fourth Edition is to be used for all papers. This is available as a PDF file in E-reserves. The format to be used for electronic references is also included.**

Out-of-Class Assignments:

Assignment #1: The Policy-making process – Writing a Policy Brief

The purpose of this assignment is to prepare a policy brief on a current public health policy issue/problem. In order to ensure that you are working on a current public health policy issue, you will need to identify a local, regional or national advocacy organization and identify an issue for which this organization is engaged in making a policy change. To find out what organizations are working on, you can view organizational websites or you may also want to call organizations and ask a member of the policy staff (or even the executive director) to briefly discuss their current policy interests with you. It will be helpful for you to get a sense of the policy issue and the policy option that the advocacy organization is supporting. You can let them know that you have been asked to prepare a policy brief for class and that you would be happy to send it to them at the end of the semester if they would like. Please provide me with the name of the advocacy organization and the focus of your policy brief by **February 5, 2007**. This can be done via e-mail.

Your policy brief should be a document that can be used (in theory) by the advocacy organization to advocate for a policy change (legislative, administrative or legal). The policy brief should provide:

- 1) A statement of the public health policy issue/problem that the policy change/intervention is designed to address.

- 2) Presentation of data describing the issue/problem to be addressed by the policy change. You can include graphs, tables, figures, etc.
- 3) Possible policy options to respond to the problem including a description of what other locales are doing in response to the problem (if available), what is known about the policy options from the peer review literature (if available), and the health, fiscal, administrative, legal, social, and political implications of each policy option.
- 4) A rationale for the policy option(s) you are advocating and/or preferred by the advocacy organization.
- 5) Recommendations focused on how to enact the policy option you are advocating and/or preferred by the advocacy organization.
- 6) At least five references should be included at the end. These should include peer-reviewed literature, published policy reports, information obtained from websites. Information from reports and websites should be referenced as such.

Note: Depending on the exact focus of the policy brief, some of these components may not be required/relevant. The exact nature of the policy brief is dependent on the issue.

A draft of your policy brief for Assignment #1 is due on March 5, 2007.

The final version is due **April 30, 2007** and is expected to be about five pages. **You should provide a hard copy to Dr. Handler (in class) as well as post your policy brief on the Blackboard Discussion Board under the Assignment #1 *Policy Briefs* (see Discussion Board below).**

Advocacy Organizations in Chicago/Illinois:

AIDS Foundation of Chicago
 African-American Family Commission
 Alzheimer's Association, Illinois Chapter Network
 Asian Health Coalition of Illinois
 Campaign for Better Health Care
 Chicago Coalition for the Homeless
 Chicago Area Immunization Campaign
 Covering Kids and Families Coalition
 Day Care Action Council
 Health and Medicine Policy Research Group
 Salud Latina
 Illinois Caucus on Adolescent Health
 Illinois Coalition for Immigrant and Refugee Rights
 Illinois Dietetic Association
 Illinois Health and Disability Advocates Coalition
 Illinois Hunger Coalition
 Illinois Maternal and Child Health Coalition
 Illinois Coalition for School Health Centers
 KIDS-PEPP
 Planned Parenthood Action Illinois
 Voices for Illinois Children
 Work, Welfare and Families Coalition

Assignment #2: The role of advocacy in the policy-making process

Each student will prepare written testimony focused on the issue addressed by the policy brief in assignment #1. Your testimony should be written as a speech to be given before a state or national legislative committee advocating for the policy option from the point of view of your advocacy organization. Please state the name of the advocacy organization in your testimony. This testimony may include figures and graphs as well as appendices. It may also include references but this is not required. It should be 3–5 pages in length (excluding appendices).

Your testimony should be posted by **April 16, 2007** to your Group Discussion site on BlackBoard (**Label as Draft Testimony with your name**). You will read each other's testimony and then prepare a key question in response to the testimony posted by each member of your group. The question should be written as if you are a member of a legislative body requesting that the individual offering testimony either embellish or defend their position more specifically. All questions to other members of your group should be posted by **April 23, 2007**. Group members should share their questions with each other to ensure that they do not ask the same question of any one individual. You are then expected to respond to each question posed to you by the other group members. This should be written as a letter (**Dear Legislators**) and provide a point by point response to all of the questions raised (in other words, you only need to write one letter to respond to the questions). You may also want to make revisions in your testimony although this is not required. The **Dear Legislators** letter and the **final version** of your testimony should be posted in the BB Discussion Board under **Assignment #2a (Testimony)** and **Assignment #2b (Response to the Legislators)** by **May 4, 2007**.

Late Assignments: If a student expects that an assignment will not be in on time, the student must notify the faculty at least 24 hours in advance and make alternative arrangements for completion of the assignment. Typically, late assignments should be turned in within one week of the original due date. Otherwise, students can arrange to take an incomplete for the class.

In-Class Assignments:

There will be **three in-class exercises** (one will be in two parts): **March 19, April 9 and 16, and April 30**. Materials or readings related to these exercises will be handed out at least one week prior to the relevant class or are already included in the reading packet. In order to participate in the class exercises, you need to complete the assigned readings or review the materials distributed **prior to the class**.

Virtual Class Assignments:

Some classes will be totally on-line and some classes will begin with an in-class presentation from Dr. Handler and will continue with a virtual exercise. Class on those days will not be the full three hours. Due dates for the virtual class assignments are provided directly in the assignments. See Virtual Assignments on the Blackboard site.

CHSC 543 Blackboard

You can access the CHSC 543 Blackboard site directly at <http://blackboard.uic.edu>. To login to Blackboard you will need to provide your UIC Netid and ACCC Common Password. If you are new to BlackBoard you are strongly encouraged to review the Instructional Technology Lab's (ITL): http://www.uic.edu/depts/accc/itl/blackboard/student_support.shtml. To obtain a NetID, or for further information concerning your NetID, please visit the ACCC NetID page at <http://www.uic.edu/depts/accc/index.html/ACCTS.html>. For further assistance with your ACCC Common Password please visit the [CSO consultant's site](http://www.uic.edu/depts/accc/cso/): <http://www.uic.edu/depts/accc/cso/>.

CHSC 543 Blackboard Menu

CHSC 543 is organized in Blackboard as follows:

- **Announcements:** Look here for announcements about the class, about other lectures, workshops available on campus, for information about IPHA, APHA, etc. This is reserved for announcements from faculty.
- **Faculty Information:** Look here for Instructor's contact information.
- **Class Roster:** Look here for a searchable index of students and instructors in CHSC 543.
- **Syllabus:** Look here for the class syllabus.
- **Course Readings: Click here for a link to e-reserves.**
- **Lecture Overheads:** Look here for Powerpoint presentations and information regarding class lectures. Of note, not all class lectures are available in Powerpoint. Please print out any posted presentations before class.
- **Groups:** Space for groups to work and to post virtual assignments.
- **Discussion Board** (see below for information on how to use the discussion board to post a brief biographical sketch and class assignments.)
- **Virtual Assignments:** Virtual class assignments will be posted here.
- **Materials for Class Exercises: Look here for additional materials and articles for class exercises.** These will be posted prior to class and should be downloaded and read ahead of time.
- **Examples of Policy Briefs**
- **Examples of Testimony**
- **Policy/Advocacy Resources:** Look here for additional policy and advocacy resources.
- **Thomas: Tips on Searching the Congressional Record.**
- **Library Resources:** Look here for additional library resources.
- **Support site:** Look here for BB support information.
- **Examples of Policy Briefs Overheads: Not in use for this class.**

The CHSC 543 Blackboard Discussion Board

How to post items in the Blackboard Discussion Board:

To post an item in Blackboard, first navigate to the "discussion board" section of the CHSC 543 Blackboard site. Next, choose the appropriate forum you want to post to (e.g., Who's Who in CHSC 543). Open the folder and then click the "Add New Thread"

button” which will open the “create new message” page. When you have completed the message and/or attached files to the message press the “submit” button to post your message. Note: If you would like to reply or submit a comment to a particular thread you can click on the “reply” button.

Who’s Who in CHSC 543: Here is where you find biographical sketches for faculty and guest speakers. Add a description of yourself here as well as your background, expertise and skills and future interests in public health.

Student Announcements: Look here for announcements from your classmates. Please restrict these announcements to public health related events and activities. Students can feel free to post information about interesting policy websites in this forum.

Assignment #1: Policy Briefs: This is where you will post your completed policy briefs.

Assignment #2a: Advocacy Testimony: This is where you will post your written testimony concerning the issue you selected for Assignment #1.

Assignment #2b: Dear Legislators Letter: This is where you will post your “letter to the legislators” which is a response to the questions about your testimony raised by your classmates (the legislators).

Virtual Assignment # 1a. This is where you will post your final response to the Budgeting assignment focused at the federal level. (Groups will either respond to #1a or #1b).

Virtual Assignment # 1b. This is where you will post your final response to the Budgeting assignment focused at the state level. (Groups will either respond to #1a or #1b).

Virtual Assignment # 2a. This is where you will post your response to Virtual assignment #2a (individual assignment).

Virtual Assignment # 2b. This is where you will post your response to Virtual assignment #2b (Health Care Questions).

Virtual Assignment # 2c. This is where you will post your response to Virtual assignment #2c (Welfare Questions).

Virtual Assignment #3. This is where you will post your response to Virtual assignment #3 (individual assignment).

Virtual Assignment #4. This is where you will post your response to Virtual assignment #4 (briefing statement). Your debate about each health care financing alternative will take place within your group space, not on the class Discussion Board.

Private Messages to Dr. Arden Handler:

The Blackboard messages will be available to be read by all of your classmates. As such, please address private concerns about the course or ask private questions of the faculty member via e-mail (handler@uic.edu).

Student Responsibilities and Resources

Academic Integrity

Academic dishonesty is considered to be an offense against the University and I am obligated to report any incident to the Associate Dean for Academic Affairs. Academic dishonesty includes (but is not limited to): cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests, reserve materials), and unauthorized changing of one's grade. Students are encouraged to consult their instructor on rules for proper citation, or website sources such as <http://www.library.uiuc.edu/learn/handouts/researchprocess.html#citing%20sources> Two excellent sources which define plagiarism and how to avoid it may be found at: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and <http://owl.english.purdue.edu/owl/resource/589/01/>. Students are also strongly encouraged to review UIC's Guidelines on Academic Integrity at <http://www.uic.edu/ucat/catalog/GR.shtml#o> and the School of Public Health's Student Honor Code at http://www.uic.edu/sph/shandbook_sphpolicies.htm#sHonorDiscipline.

Disability Statement

If you need accommodations because of a disability and are registered with the Office of Disability Services at UIC, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, at my office, or contact me via e-mail.

Mutual Tolerance and Respect

Public health deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements among us or may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect and tolerance for one another and for any course guests and members of the community with whom we come into contact. If you feel you have been offended by any content or interactions, you are encouraged to discuss this with the instructor or another faculty member.

Overview of Sessions:

January 22: *Introduction to MCH Policy and Advocacy: Values and Assumptions Underlying American Health Policy with Focus on MCH*

Face to Face

January 29: *What is policy? What is the policy-making process?*
 Formal Policy Process
 Informal Policy Process

Face to Face with virtual Budgeting and Tax Policy Exercise

Feb. 5: *Overview of Health Care and Welfare Policy for Low-income Individuals in the U.S.*

Entire Class- Virtual

February 12: *The Relationship between Policy and Advocacy*

Face to Face

February 19: *MCH Administrative Policy and Advocacy*
 Case Study: KidCare/ Family Care in Illinois
 Guest Speaker: Robyn Gabel, Project Director, Covering Kids and Families Illinois, Illinois Maternal and Child Health Coalition

Face to Face

February 26: *Policy Analysis # 1*
 Class will be both *face to face* and *virtual*

March 5: *MCH Legal Policy and Advocacy*
 Case Study: Meeting Provider and EPSDT Requirements of OBRA 1989 – Illinois Medicaid Lawsuit
 Guest Speaker: Stephanie Altman, Staff Attorney, Health and Disability Advocates Coalition

Face to Face

March 12: *Approaches to Health Care Coverage- Covering the Uninsured*

Entire class- Virtual

March 19: *Policy Analysis #2- Part I –*
 Part II of this class will be an in-class exercise based on the work completed for March 12 in the virtual class.

Face to Face

- March 26 :** Spring Break
- April 2:** *MCH Legislative Policy and Advocacy*
Guest Speaker: Joy Getzenberg,
Chicago Department of Public Health

Face to Face
- April 9:** *Data as Basis for Policy and Advocacy- Part I*
Part II of this class will be an in-class Exercise

Face to Face
- April 16:** *Data as Basis for Policy and Advocacy- Part II*
Continuation of in-class Exercise from April 9, 2007

Face to Face
- April 23:** *Policy Analysis and Population Based Evaluation*

Face to Face
- April 30:** *MCH and Elderly Policy in the 21st Century*
Part II- In-class exercise

Face to Face

January 22: Values and Assumptions Underlying American Health Policy with Focus on MCH

1. Pizzo P. Chapter 2: “Slouching toward Bethlehem: American Federal Policy Perspectives on Children and their Families” in *Children, Families and Government*. Zigler EF, Kagan SL, Klugman E, Eds. Cambridge University Press, New York, 1983. Pp. 10-32.
2. Kopelman, L. On duties to provide basic health and dental care to children. *Journal of Medicine and Philosophy* 2001; 26(2): 193-209.
3. Markel, H. and Golden, J. Children’s public health policy in the United States: How the past can inform the future. *Health Affairs*. 2004; 23(5): 147-152.
4. Starfield, B. US Child Health: What’s amiss, and what should be done about it? *Health Affairs*. 2004; 23(5): 165-170.
5. Bodenheimer, T. The political divide in health care: a liberal perspective. *Health Affairs* 2005; 24(6): 1426-1435.
6. Bambra, C., Fox, D., Scott-Samuel, A. Towards a Politics of Health. *Health Promotion International*. 2005; 20(2): 187-193.
7. Kaiser Family Foundation, ABC News, USA Today. Health Care in America 2006 Survey. Sept. 2006
8. Nathan, R.P. Federalism and Health Policy. *Health Affairs*. 2005; 24(6): 1458-1466.
9. Weissert and Weissert. *Governing Health, The Politics of Health Policy*. Third Edition, Johns Hopkins University Press, Baltimore, 2006. **pp. 1-81.**

January 29: What is policy? What is the policy-making process?

1. Brewer GD. Chapter 4: “The Policy Process as a Perspective for Understanding” in *Children, Families and Government*. Zigler EF, Kagan SL, Klugman E, Eds. Cambridge University Press, New York, 1983. pp. 57-76.
2. Marmor TR. Chapter 3: “Competing Perspectives on Social Policy” in *Children, Families and Government*. Zigler EF, Kagan SL, Klugman E, Eds. Cambridge University Press, New York, 1983.. pp. 35-56.
3. Lippit, JA. Policy and Policy Making for Infants, Toddlers, and Their Families: A Primer for Practitioners. *Zero to Three* June/July 2001: 4-8.
4. Kingdon, J. W. “Chapters 5 and 9”. In *Agendas, Alternatives and Public Policies*, 2nd Edition. Longman/AddisonWesley Educational Publishers, Inc, New York, 2003.
5. Strully, K. and Conley, D. Reconsidering Risk: Adapting Public Policies to Intergenerational Determinants and Biosocial Interactions in Health-Related Needs. *Journal of Health Politics, Policy and Law*. 2004; 29(6): 1073-1107.
6. Bardach, E. “Things Governments Do, Appendix B”. *A Practical Guide for Policy Analysis. The Eightfold Path to More Effective Problem Solving*. CQ Press, Washington, DC., 2005.
7. Oliver, T.R. The Politics of Public Health Policy. *Annu. Rev. Public Health*. 2006; 27: 195-233.
8. Weissert and Weissert. *Governing Health, The Politics of Health Policy*. Third Edition, Johns Hopkins University Press, Baltimore, 2006. **pp.82-183.**

February 5: Overview of Health and Welfare Policy in the U.S.

1. Meyer, D. Income support for children in the United States. *Focus*. 21 (3) Spring 2001: 38-43.
2. Haskins, R., Sawhill, I. And Weaver, K. *Welfare Reform Reauthorization: An Overview of Problems and Issues*. The Brookings Institution, Policy Brief, No.2, January 2001.

3. Mann C., Hudman, J., Salganicoff, A., Folsom, A. Five Years Later: Poor Women's Health Care Coverage After Welfare Reform. *Journal of American Medical Women's Association* 2002; 57 (1): 16-22.
4. Wexler, S. and Copeland, V. "Combating Family Poverty: A Review of the American Welfare System" .in *Health and Welfare for Families in the 21st Century*, Eds. Wallace, H., Green, G., Jaros, K., Paine, L. and Story, M. Jones and Bartlett Publishers, Sudbury, MA, 1999.
5. Urban Institute, Assessing the New Federalism Project. Assessing the New Federalism, Eight Years Later. The Urban Institute, Washington, D.C., 2003.
6. Wooldrige, J., Kenney, G., Trenholm, C. et al. Congressionally Mandated Evaluation of the State Children's Health Insurance Program. Executive Summary. Princeton, NJ: Mathematica Policy Research, October 26, 2005.
7. Kenney, G. and Chang, D. The State Children's Health Insurance Program: Successes, Shortcomings and Challenges. *Health Affairs* 2004; 23(5): 51-62.
8. The Future of Children. Opportunity in America. 2006; 16(2).
9. Families USA. Medicaid Alert: Medicaid and the Deficit Reduction Act 101. February 2006.
10. Guyer, J. Mann, C., Alker, J. The Deficit Reduction Act. *The Center for Children and Families*. 2006
11. Rowland, D., Tallon Jr., J.R. Medicaid: Lessons From a Decade. *Health Affairs*. 2003; 22(1): 138-153.
12. Rosenbaum, S. An Analysis of the Medicaid and Health-Related Provisions of the Personal Responsibility and Work Opportunity Reconciliation. August 1996.
13. Boonstra, H., Benson Gold, R. Overhauling Welfare: Implications for Reproductive Health Policy in the United States. *JAMWA*. 2002; 57(1): 41-46.
14. Kaplan, G. A. et al. The Health of Poor Women Under Welfare Reform. *American Journal of Public Health*. 2005; 95(7): 1252-1258.
15. Pickett, K.E., Mookherjee, J., Wilkinson, R.G. Adolescent Birth Rates, Total Homicides, and Income Inequality in Rich Countries. *American Journal of Public Health*. 2005; 95(7): 1181-1183
16. Bernstein, J. Savings Incentives for the Poor: Why the Scale Doesn't Match the Promise. *The American Prospect*. 2003.
17. Boshara, R., Cramer, R., Parrish, L. Policy Options for Achieving an Ownership Society for All Americans. *New American Foundation, Asset Building Program*. February 2005.
18. Mann, C., Artiga, S. New Developments in Medicaid Coverage: Who Bears Financial Risk and Responsibility? *Kaiser Commission on Medicaid and the Uninsured*. June 2006.
19. Handler, A., Rosenberg, D., Rankin, K., Zimbeck, M., Adams, E.K. The Pre-Pregnancy Insurance Status of Public Aid Recipients in the Aftermath of Welfare Reform: Women in the *Medicaid Gap*. *Journal of Health Care for the Poor and Underserved*. 2006; 17: 162-179.
20. Haskins, R. Welfare Reform: 10 Years Later. *National Poverty Center: Poverty Research Insights*. Fall 2006.
21. Engel, J. Chapter 3: "War on Poverty and the Genesis of Medicaid" in *Poor People's Medicine: Medicaid and American Charity Care since 1965*. Duke University Press, Durham, North Carolina, 2006. pp. 44-68.

February 12: The Relationship between Policy and Advocacy

1. Chafel JA, Condit K. Chapter 9: "Advocacy for Children in Poverty" in *Child Poverty and Public Policy*. Gorham W, Coelen CG, Harrell AV, Mincy RB, Moon M, Nightingale DS, Peterson GE, Skidmore F, Eds. The Urban Institute Press, Washington D.C., 1993. pp. 273-325.

2. Petersen, D. and Hess, C. Advocacy and Policy Development in Maternal and Child Health in *Maternal and Child Health: Programs, Problems and Policy in Public Health, 2nd Edition*. Kotch JB, Ed. Jones and Bartlett Publishers, Sudbury, MA, 2005. pp.651-670.
3. Christoffel, K.K. Public Health Advocacy: process and product. *American Journal of Public Health* 2000; 90:722-726.
4. Children's Defense Fund. 2001 Congressional Workbook: Basic Process and Issue Primer. pp 17-19.
5. Carlisle, S. Health Promotion, Advocacy and Health Inequalities: A Conceptual Framework. *Health Promotion International*. 2000; 15(4): 369-376

February 19: MCH Administrative Policy and Advocacy

1. Administrative Advocacy, Changing Bureaucracies. Chapter 6.
2. Goggin ML. Chapter 1: "Policy Implementation in Context" in *Policy Design and the Politics of Implementation: The Case of Child Health Care in the American States*. The University of Tennessee Press, Knoxville, 1987. pp. 26-48.
3. Weissert and Weissert. Governing Health, The Politics of Health Policy. Third Edition, Johns Hopkins University Press, Baltimore, 2006. **pp.184-231.**

February 26: Policy Analysis #1

1. Chambers DE. Chapter 1: "Analyzing the Social Problem Background of Social Policies and Social Programs" in *Social Policy and Social Programs: A Method for the Practical Public Policy Analyst*. Macmillan Publishing Company, New York, 1986. pp. 7-37.
2. Ginsberg L, Chapter 3: "The Social Problems and Social Issues Component" in *Understanding Social Problems, Policies, and Programs*. University of South Carolina Press, 1996. pp. 39-53.
3. Spano R. Chapter 2: "Creating the Context for the Analysis of Social Policies: Understanding the Historical Context" in *Social Policy and Social Programs: A Method for the Practical Public Policy Analyst*. Chambers D, Ed. Macmillan Publishing, New York, 1986. pp. 38-53.
4. Declercq E, Simmes D. The Politics of "Drive-Through Deliveries": Putting Early Postpartum Discharge on the Legislative Agenda. *The Milbank Quarterly* 1997; 75(2): 175-202.
5. Humphreys, K. and Rappaport, J. From the community mental health movement to the war on drugs: a study in the definition of social problems. *American Psychologist* 1993; 48(8): 892-901.

March 5: MCH Legal Policy and Advocacy

1. Chambers DE. Chapter 3: "The Judiciary as a Shaper of Social Policy, Program and Practice" in *Social Policy and Social Programs: A Method for the Practical Policy Analyst*. Macmillan Publishing Company, New York, 1986. pp. 51-65.
2. Pickett G, Hanlon JJ. Chapter 9: "Law and Public Health" in *Public Health: Administration and Practice*. Times Mirror/Mosby College Publishing, St. Louis, 1990. pp. 157-166.
3. Memosvski vs. Maram legal brief.
4. Remedies Announced in Memisovski Medicaid Suit June 28, 2005
5. Bell v. Leavitt.
6. Weissert and Weissert. Governing Health, The Politics of Health Policy. Third Edition, Johns Hopkins University Press, Baltimore, 2006. **pp.232-301.**

March 12: Approaches to Health Care Coverage – Covering the Uninsured

1. Long, S., Zuckerman, S. Graves, J.A. “Are Adults Benefiting From State Coverage Expansions?” *Health Affairs*, 2006; Web Exclusives: W1-W14.
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MCH and other Health Policy Related Websites:

There are numerous MCH related websites. A partial list of these is posted on the Blackboard under **MCH Policy and Advocacy Links** button. In addition, there are several listservs that you may want to join:

- The CDF Action Council. You can sign up by going to the Children's Defense Fund Action Council website. <http://capwiz.com/cdf/mlm/signup/>
- MCH Alert: To subscribe to MCH Alert, send an e-mail message to MCHAlert-request@list.ncemch.org with SUBSCRIBE in the subject line. You do not need to enter any text in the body of the message.
- The Future of Children newsletter. To subscribe send a blank e-mail to newsletter-join@futureofchildren.org.
- Voices for Illinois Children Action Alert. www.voices4kids.org/alert.
- National Fetal and Infant Mortality Review (NFIMR) Listserv. To subscribe send an e-mail message to majordomo@linux.acog.org. In the body of your message type subscribe nfimr.
- www.kaisernetwork.org. You can sign up for a variety of Kaiser Family Foundation Alerts.
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