SPPH 581Y/BL1 -- PPGA 591T 001:
Developing Policy to Improve Population Health
Syllabus

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

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<th>Course Title</th>
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<td>Developing Policy to Improve Population Health</td>
<td>SPPH 581/BL1 -- PPGA 591T 001</td>
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PREREQUISITES

The initial offering of this course in Term 1 Fall 2022 is open to Masters students and Doctoral students in SPPH. Previous learning in SPPH 527 Social Determinants of Health will be an asset although this could be taken concurrently or after. Cross-listing in SPPGA has been accepted. Graduate students in other programs, such as public policy, are welcome if space is available.

CONTACTS

<table>
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<tr>
<th>Course Instructor(s)</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Professor Peter Berman, SPPH, FoM</td>
<td><a href="mailto:peter.berman@ubc.ca">peter.berman@ubc.ca</a></td>
<td>SPPH 2206 East Mall.</td>
<td>By appointment</td>
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<tr>
<td>Co-instructors: Profs. Black, Kershaw, Kandlikar, Morgan, Sriram, Vigo</td>
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COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

Prof. Peter Berman is Professor, School of Population and Public Health. He is a health economist who has worked widely in global health for over four decades. In response to the emerging COVID-19 pandemic, he initiated work with a multidisciplinary group of colleagues at UBC and internationally on
the important question of how institutional, organizational, governance, and political (IOGP) factors shape government and societal policies and responses and their effectiveness in relation to this acute and multi-dimensional threat to population health.

OTHER INSTRUCTIONAL STAFF

Different sessions in the course will be led by other UBC instructors focusing on specific topic areas such as Prof. Veena Sriram (fundamentals of policy analysis), Prof. Paul Kershaw (health in all policies, family policy), Prof. Charlyn Black (food and nutrition policies and population health), Prof. Steve Morgan (health care systems and population health), Prof. Milind Kandlikar on climate change policies and health, Prof. Daniel Vigo on policies to address specific aspects of the mental health crisis.

COURSE OBJECTIVES AND LEARNING OUTCOMES

This course will provide graduate students in public health and related disciplines an introduction to policy development and analysis with a focus on policies that address population health outcomes and their equity and distribution including both Canadian and global content.

Upon completion of this course, students will be more familiar with selected specific determinants of population health and the potential for policy development and implementation to improve poor outcomes and equity impacting populations’ health. They will also have learned about specific domains of non-medical factors affecting population health with a focus on policy strategies, and how policy development and implementation processes involving institutions, politics, and organizational actors may enable or constrain effective policy development and implementation.

A student group project and final paper will provide students with an opportunity to apply these learned frameworks and tools to analyzing how, for a specific location and time dimension, a population health policy problem has been or could be addressed in terms of policy development, adoption, and implementation.

COURSE STRUCTURE

The course will meet weekly for the 13 weeks of Term 1. A blended learning approach will combine mixed media preparation materials for each two-hour session consisting of approximately 45-minute formal lecture/presentations, small group work, and plenary discussion. A significant time commitment for weekly session preparation will be required to engage with prescribed materials outside the class sessions. These will include readings and video and audio materials distributed via the CANVAS course site. The last two sessions of the course will be devoted to student presentations of work in progress for their papers, with feedback from the class and faculty members and time for revision, completion, and submission after classes are concluded.

SCHEDULE OF TOPICS

Course schedule will be Wednesdays 10a-12p during Term 1 AY 22-23. This is Sept 7 - Dec 7, 2022 -- 13 weeks of Wednesdays with one day off for Fall break.

1. Week 1 9/7/2022 Course introduction – objectives, structure, process, agreement on conduct and responsibilities. Public health and “the public’s health” (population health). What distinguishes population health and public health and medical care—some working definitions? Why is SPPH SPPH? What distinguishes population health policies from health care policies? Morgan on gaps
in Canadian Medicare that impact population health. Thoughts on the scope of population health policies. The global development of the Health in All Policies (HiAP) movement and its relevance to Canada. (Berman, Morgan)

2. Week 2 9/14/2022 Population health in historical perspective. – Reflections on the history of public health and its position in colonialism in Canada and globally. The evolution of population and public health perspectives on individual and social responsibilities. The “social/medical spending ratio” in national and international comparisons. Federal and provincial roles and politics in funding, regulating, health and medical care. (Berman, Kershaw,)

3. Week 3 9/21/2022 Policy 1: What is policy? Key elements in policy formulation (The 3 I’s). Power in the policy process. Horizontal and vertical perspectives. Role of Interest groups Prof. Morgan’s video intro to public policy analysis as advanced assignment and for discussion (Sriram)

4. Week 4 9/28/2022 Policy 2: Kingdon’s 3 streams – how do 3 I’s become policies? The policy cycle, agenda-setting and the processes of policy development. Case example in homework for class discussion. (Sriram)

5. Week 5 (10/5/2022) Policy 3: Govt as policy maker and engagement with the for-profit and not-for-profit private sector and regulation. Government instruments for policy change – financing, incentives, regulation, persuasion. Policy implementation. (Sriram)

6. Week 6 (10/12/2022)
Introducing IPOG – “institutions, politics, organizations, and governance” – as a complementary framework for understanding key domains of factors affecting development and adoption of population health relevant policies. Examples from applying the IPOG framework to the COVID-19 in BC and other jurisdictions. Applying IPOG to other population health policy issues as a framework for student papers (Berman)

Make class time available for smaller group work on possible paper groups and topics?

Take-home mid-term short essays exam distributed by evening Weds 10/12/2022 – focus on core concepts in first 6 weeks of course...could include 1-2 case/story examples where students identify the ideas in first part of the course and analyze in short essay form.

Student groups and proposals for papers submitted by Tuesday Oct. 18 5p.
Take-home mid-term short essays exam submitted by Tuesday Oct 18 5p

7. Week 7 (10/19/2022) Food and nutrition policies and population health. Brief review on pathways of impact -- how does food composition, diet, food quality affect population health outcomes and distributions? Food and nutrition policies in Canada – progress and future challenges. Observations on how applying the policy analytic frameworks provide insights into policy development and implementation (Black)
8. **Week 8 (10/26/2022)** Policies to mitigate and adapt to climate change and population health. Brief exploration of some key pathways – air quality, fire, heat – on health and livelihoods. What Canada and BC have set out to do. Global efforts. Insights from applying policy-analytical lenses. (Kandlikar)

9. **Week 9 (11/2/2022)** Healthy child development – The interface of family and education policies towards healthier populations. Key pathways – exploring recent progress in Canada’s policies. (Kershaw)

   FALL BREAK for 11/9/2022 – no class

10. **Week 10 (11/16/2022)** Housing policies and population health. Brief review of key areas of linkage with population health. What kinds of policies might produce better outcomes (level and distribution)? How do policy-analytic insights reflect on policy development, adoption, implementation. (Kershaw)

11. **Week 11 (11/23/2022)** Policy and Canada’s mental health crisis. Brief review of trends and distributions and situating in global perspective. Specific focus on a key aspect (drug use?, youth mental health and media? Applying policy-analytic lenses to opportunities and barriers to progress. (Vigo and Zenone)

12. **Week 12 (11/30/2022)** – Student project presentations 3-4 presentations of 30 min each plus Q&A 3-hour class

13. **Week 13 (12/7/2022)**
    Student project presentation 3-4 presentations of 30 min each plus Q&A 3-hour class?
    Concluding comments (Berman)
    Student papers due Wednesday Dec 14 5p

**LEARNING ACTIVITIES**

Students will be expected to:

- Attend all sessions. No more than one prior-excused absences for cause will allowed/given in order to obtain a passing grade in the course with exception for acute health issues.
- Complete all required assigned readings and material reviews (in some cases assignments may include review of a website or online material) prior to the course session for which they are assigned
- Participate actively in class discussions
- Work collaboratively with other students in project teams and complete a fair share of the team’s work as recognized by other team members
- Produce in small group a completed case study report based on a common template by the required submission data

**LEARNING MATERIALS**
Course materials will be available on a course website on CANVAS.

A detailed session by session syllabus of readings and presenters will be posted on CANVAS site by August 31, 2022.

ASSESSMENTS OF LEARNING

Final grade will be based 20% based on attendance and participation, 30% based on mid-term short essay exam and 50% based on grading of the final paper.

The final paper will be submitted as a group project with students working in groups of no more than three. The paper will be a review and analysis key elements of policy development and implementation of a specific population health outcome in a specific jurisdiction and time period. Most paper topics will be retrospective, focusing on the development and implementation of a set of population health-focused policies in the last 10 years. A topic could include policy attention to a population health outcome for which there is an active effort over at least five years to promote a set of population health-focused policies which either has not yet succeeded or has failed. The paper will include:

- an identification of the key population health outcomes and their causal association with specific population-health focused policies based on existed data and literature;
- application of course-covered frameworks in a landscaping of key elements and processes in the policy environment such as the 3 I’s, agenda-setting and policy streams, and IPOG domains;
- an analysis of what went right or wrong in policy development, agenda-setting, policy adoption, implementation
- what might be strategies based on frameworks such as “Roadmap for advocacy” or “Theory of change” for improving policies and action in the future. (NB: prior work in SPPH 581N Knowledge to Action relevant here.)

The paper will be assessed in terms of the following criteria:

- Scope and rigor of analysis. For an identified jurisdiction and time period, has the paper described a key population health outcome amenable to improvement through policy change? Has the paper incorporated analysis of key ideas in the policy development, adoption, and implementation processes covered in the course. (40%)
- Creativity in seeking evidence and breadth of information sources (30%)
- Development of insights or recommendations that could improve policy development, adoption, and implementation (30%).

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values
academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website.

LEARNING ANALYTICS

[Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, WordPress, edX, iPeer, Piazza,...]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, we plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

LEARNING RESOURCES

[If your course or department has a learning resource centre (physical or virtual), inform your students. Who will students encounter there? Are the staff knowledgeable about this course?]

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