A. **Overview**

**Course Description**
This is a 4-unit, skills building class to develop competency in assessing, developing and implementing advocacy strategies for reproductive health initiatives. The course will introduce students to both legislative and community advocacy initiatives. It will include a basic introduction to the policy making process, including policy analysis and the development resources necessary for legislative advocacy. It will include the identification of advocacy goals and objectives, the development of an advocacy plan, coalition building, organizational capacity building, media relations and message development for various audiences. Students will learn about a range of former and current reproductive health advocacy campaigns. Students will learn how advocacy tools are employed, which tools were most effective in their implementation and will learn to assess campaigns. Students will participate in skills exercises which can be translated into immediate action.

The class requires both asynchronous and synchronous engagement for 3 hours per week, with approximately two hours devoted to lecture and discussion and one hour devoted to skills exercises. The course will include several guest lecturers who lead advocacy campaigns for public, private or nonprofits addressing reproductive health issues.

**Prerequisites**
The course is open to graduate and doctoral students in the School of Public Health and to qualified graduate students by permission of the instructor. It is recommended that students have completed one course in health policy prior to enrollment (i.e. CHS 247, CHS 423, HS 235).

**Instructor**
Julie A. Elginer, Dr.PH, MBA
Adjunct Assistant Professor
Department of Health Policy and Management
Department of Community Health Sciences
UCLA Fielding School of Public Health (FSPH)
Office: 31-245B
Phone: (818) 523.5990 (c) – Do not disseminate
Email: jaelginer@ucla.edu

**Class Days, Times, Location**
Wednesday - 9:00 AM – 11:50 AM
Per the University guidelines, synchronous sessions will be held virtually via Zoom. Asynchronous portions will be accessible via CCLE.

**Office Hours**
Wednesday from 12:00 PM – 1:00 PM.
Also available outside via appointment. Please schedule in advance.
### Course Texts
There is no textbook requirement for this class.

### Required Readings
All materials, articles and case and discussion notes are posted in advance. It is expected that students will have thoroughly read the materials and are fully prepared to discuss at each class session.

### Course Format
Our class will meet through the Zoom online conference system. We will adopt the same rules and norms as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone’s benefit, join the course in a quiet place. Turn on your video. Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. This form of learning will be somewhat new to all of us, and success will depend on the same commitment we all bring to the physical classroom.

The class meets in person weekly. It will be a seminar style course in that we will engage in discussion on a variety of pressing and emerging reproductive health and advocacy topics. It will include several guest speakers who are actively conducting advocacy in their topic areas.

If you need to be absent from a single course session, please inform me well in advance of the session. Be present and engaged: more you invest in this course, the more you will learn and the more others will learn from you.

Note: your homework submission will require you to produce “client ready” deliverables in Microsoft Office or Google suite applications. This means they are professionally created, free of errors and are of sufficient quality that they could be distributed to an external client for review. This is an important component of the course and students cite this standard as one of the most significant in terms of their professional development.

### Classroom Contributions
Students learn from each other as well as from the instructor. The diversity of settings and experiences of the students contributes to class learning. Therefore, class contribution and attendance are required. Class contribution grades will reflect your attendance and quality of participation in class discussions and your timely submission of intermediate deliverables.

### Course Website
[https://ccle.ucla.edu/course/view/20S-HLTPOLM434-1](https://ccle.ucla.edu/course/view/20S-HLTPOLM434-1)

### UCLA ADA Policy
Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](http://www.cae.ucla.edu).

### ADA Contact
Nickey Woods
Center for Accessible Education
Inclusivity

UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (https://equity.ucla.edu/).
## B. Learning Objectives:

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies are listed below. More information about CEPH Knowledge Areas & Competencies can be found here: https://ceph.org/constituents/students/faqs/

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>CEPH Learning Experiences &amp; Competencies</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Students learn to identify and apply the major types of advocacy to an underrecognized and emerging reproductive health issues. | C13: Propose strategies to identify stakeholder sand build coalitions and partnerships for influencing public health outcomes  
C18: Select communication strategies for different audiences and sectors.  
C15: Evaluate policies for their impact on public health and health equity. HPM434 Analyze proposed federal or state legislation.  
C10: Explain basic principles and tools of budget and resource management. | Students will complete individual homework assignments on root cause analysis and advocacy issue identification, media advocacy, legislative advocacy and a budget. Detailed descriptions of assignments aligned with competencies are included in this syllabus. (Due Weeks 2-9)  
Assessment: Homework grade (80%)                                                   |
| Discuss the role of social movements, advocacy groups and different forms of activism in bringing about change. | C 22: Apply systems thinking tools to a public health issue                                                            | Assessment: course attendance and participation (20%)                         |
C. Course Assignments

Grading:

<table>
<thead>
<tr>
<th>Item</th>
<th>Deliverable</th>
<th>Team or Individual</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments</td>
<td>Eight (8) deliverables reinforcing concepts discussed during class.</td>
<td>Individual</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Additional details described below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance on synchronous Zoom sessions</td>
<td>10 class sessions, online module access, engagement via Zoom calls and chats and responses to questions</td>
<td>Individual</td>
<td>10%</td>
</tr>
<tr>
<td>Participation outside of synchronous Zoom sessions</td>
<td>This includes asking questions on chat functions, meeting with faculty during office hours, providing feedback to classmates on homework assignments, etc.</td>
<td>Individual</td>
<td>10%</td>
</tr>
</tbody>
</table>

Individual Written Assignments

Students will complete individual written assignments each worth 10% (total of 80% total). The assignments will be based on the online modules and our Zoom calls. For these assignments, students will select a reproductive health issue of interest to them. It may be a topic that is outside of those we will cover in class, although it should have reproductive health affiliation. For each assignment, students may select a different topic or they may wish to research one topic throughout the entire session. The intent of these assignments is to help students develop a portfolio of advocacy tools and resources that could be the basis for future initiatives. Students will submit their assignments via CCLE on the date it is due.

Prior to submission, students are expected to have at least one member of the class review and provide feedback. Not only does this facilitate connectivity in a distance-based environment, but it is a mechanism for professional growth. As you move away from individual contributors and towards managers, engaging in regular feedback is expected. We will explore this further as homework assignments are due.

Expectations for the assignments include:

**Assignment 1-3:** Aligns with CEPH Competency C13: Propose strategies to identify stakeholder sand build coalitions and partnerships for influencing public health outcomes.

1. **Stakeholder Analysis (Due Week 2):** Stakeholder analyses are used to identify key groups that may have a vested interest in the issue being considered. More specifically, the analysis is used to assess their knowledge, interests, positions and alliances in advance. In doing so, the advocate is better prepared to engage these groups and ultimately, to increase support for potential advocacy initiatives. This section should include a synopsis that includes key decision makers from governmental agencies, not-for-profits, healthcare service
providers, business community, offices of elected officials, faith-based organizations, community residents, etc. Be sure to list why each stakeholder has a vested interest in the issue and whether they may have already taken a position on the issue or their anticipated position. Students should consider stakeholders that are both proponents and opponents of the issue. Students may wish to present the data in a table format.

2. **Community Engagement and Coalition Building (Due Week 3):** Using principles discussed regarding community advocacy, consider how you would recommend engaging those affected by your advocacy issue. What are some specific tactics that you feel would be most beneficial to elevate the issue within the defined community? Be sure to describe how you are defining the community you are exploring as well. There are several reasons why a coalition may be a useful tactic for conducting community advocacy: (a) there is a recognized need or a community leader calls for a coalition, (b) a community organization recognizes that a coalition will help fulfill its goals or (c) the process of building a coalition is required (i.e. for a grant requirement). Students should assess whether a coalition is necessary to address the specific need and discuss the merits of establishing or not establishing a coalition at this time. Recall that a coalition could be considered if there is no other organization currently addressing this specific need. If a coalition is recommended, students should highlight 3-5 initial goals for the coalition to consider. If a coalition is not recommended, describe why a coalition may not be warranted. Please be specific with the analysis.

3. **Issue Identification (Due Week 4):** Building on the stakeholder identification and the community engagement analysis, students are encouraged to refine their advocacy focus through an issue identification and root cause analysis. Effective advocacy begins with the need to identify an issue that may warrant community involvement. Within a defined geographical location, each student will determine a specific issue that may require advocacy action. Please use proper citations when listing data or statistics. Using techniques discussed in class, including root cause analysis, narrow the broad topics towards a specific issue that is actionable. The root cause analysis should conclude with an actionable advocacy statement.

   For example, an initial topic may be perinatal mental health in Riverside County. Using root cause analysis, narrow the topic to “There is a lack of an inpatient perinatal mental health clinic within a defined catchment area.”

**Assignment 4-5:** Aligns with CEPH Competency C18: Select communication strategies for different audiences and sectors.

4. **Key Messages and Talking Points:** (Due Week 5) To be effective, advocacy campaigns must have 2-3 key messages that will be utilized throughout their initiative. These would be the most important facts that you want others to know about your issue. It should be something that can easily be communicated through various communication mediums and should be used consistently. Each key message, supported by citations, should be accompanied by 2-3 talking points, stories or examples that support the key message.

   **Media Sources (Traditional, Non-traditional, Social):** Media coverage is one of the best ways to gain attention of decision makers, community members and potential advocates. It is the advocate’s opportunity to capture attention. For this portion of the assignment, student should develop a list of media resources specific to their issue. This should include
traditional media sources within a defined geographic area (newspapers, television, radio), non-traditional media (websites, blogs, digital applications, web search optimization techniques), and social media (Facebook, Twitter, YouTube or other consumer generated media sources).

5. **Letter to the Editor (LTE) or Press Release (PR):** (Due Week 6) Students will have the choice of creating a LTE or PR. LTEs allow for more control over a topic because the issue is framed as desired by the author (advocate). Similarly, PRs serve as a pseudo-resume for the issue, with the specific intent of generating interest among reporters who may opt to conduct deeper dive into the issue through a full article or additional media coverage. Using recommended resources and examples, students will create a one-page LTE or PR which will include the key messages and talking points previously identified.

**Assignments 6-7 State legislation analysis and position letter (4-5 pages, double spaced).**
CEPH Competency: Aligns with CEPH Competencies C15: Evaluate policies for their impact on public health and health equity. HPM 434 Analyze proposed federal or state health legislation.

6. **Bill Analysis (Due Week 7):** Using the template provided, students will conduct an analysis of a piece of proposed reproductive health federal or state legislation. Based on class discussions, students will be prepared to contact the legislative author’s office to obtain the fact sheet and will discuss the bill with the staff member assigned to the legislation. Students will learn the anatomy of the bill and will capture the bill’s main points, the sponsor, the fiscal impact, a brief history describing whether a version of this bill has been introduced previously, organizations in support and in opposition of the bill (including relevant arguments made by the opposition) and a recommendation to support, watch or oppose the bill. During class, students will be expected to share their experiences during their discussions with the author’s office.

7. **Letter to Elected Official (no more than 1 page single spaced):** (Due Week 8) Based on the aforementioned analysis, students will prepare a one-page letter addressed to the legislative author’s office informing them of the intent to support or oppose the legislation. Students are expected to highlight the bill’s main points and to describe how the bill impacts the reproductive population of interest. The letter will include the student’s organizational affiliation (if any) and contact information, plus it will close with a call to action.

**Assignment 8: Advocacy Budget (Excel worksheet, plus 1-2 pages rationale for line items) – CEPH COMPETENCY: C10: Explain basic principles and tools of budget and resource management.**

8 Advocacy Budget: (Due Week 9) Using the Excel template provided, students will complete a budget for a proposed advocacy plan. The Excel document will identify categories of expense; however, students are expected to develop line item descriptions and give careful consideration to dollar amount required to execute an advocacy plan. As described in the First Five LA Policy and Advocacy Grant RFP discussed during class on 5/20/20, advocates will be expected to provide rationale to accompany and justify numerical values.

**OPTIONAL Policy Brief:** Aligns with CEPH Competency C15: Evaluate policies for their impact on public health and health equity.
In lieu of two or three of the aforementioned assignments, students will have the option of writing a policy brief focused on a predetermined subset of reproductive health topic within California. Faculty will share examples of students’ policy briefs that have been published in conjunction with the UCLA Center of Women's Studies. The brief must be submitted on the same day that the assignment is due. If a student is interested in preparing a policy brief, the student must provide the instructor with the intended topic of the brief two weeks in advance. Potential topics are subject to approval. The faculty will work with the student to select an organization that may be able to use the policy brief as part of their reproductive health advocacy efforts. Please schedule office hours to discuss with faculty.

**Grading Scale:** The grading scale for the course is shown below.

<table>
<thead>
<tr>
<th>Grade Point:</th>
<th>4.0</th>
<th>4.0</th>
<th>3.67</th>
<th>3.33</th>
<th>3.0</th>
<th>2.67</th>
<th>2.33</th>
<th>2.0</th>
<th>1.67</th>
<th>1.33</th>
<th>1.0</th>
<th>0.67</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Percentage:</td>
<td>100-98</td>
<td>97-93</td>
<td>92-90</td>
<td>89-88</td>
<td>87-83</td>
<td>85-80</td>
<td>79-78</td>
<td>77-73</td>
<td>72-70</td>
<td>69-68</td>
<td>67-63</td>
<td>62-60</td>
<td>&lt;60</td>
</tr>
<tr>
<td>Letter Grade:</td>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
</tr>
</tbody>
</table>

**Late Submissions:**

Deliverables are due on dates posted. If students are unable to meet the required dates, approval must be given by the faculty at least 48 hours in advance. Assignments that are overdue for which an extension has not been granted will be reduced by one letter grade for each day it is late. For group exercises, each member of the group will be held to the aforementioned standard.

[Click here to return to the top]

**D. Course Policies & UCLA Policies**

**Use of Laptops, Tablets or Phones in Class:** There is a tremendous amount of self-discipline and motivation required to be successful in an online course. This requires you to be committed to minimizing distractions when engaging in both synchronous and a synchronous learning. As would be the case in a classroom setting, I am respectfully requesting that you set aside your other devices during this time.

Additionally, this usage is viewed as disrespectful of all others (students and instructor) engaged in the teaching/learning process. The quality of the learning experience suffers when these discourteous distractions occur. If a student is in violation of this request, it will be addressed by the faculty.

**Message about Academic Integrity to all UCLA Students from UCLA Dean of Students:** UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on
your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

**Forms of Academic Dishonesty:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

**Cheating:** Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

**Plagiarism:** Presenting another’s words or ideas as if they were one’s own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else’s computer file as your own
- Unauthorized use of someone else’s data in completing a computer exercise

**Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

**Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

**Fabrication:** Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, *don’t take chances,*— ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating.**

**Alternatives to Academic Dishonesty**
Course CHS M430 / HPM 434: Building Advocacy Skills: A Reproductive Health Focus
Term: Spring 2020
Credits: 4

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.

[Click here to return to the top]
This schedule may change as the semester progresses, according to student enrollment and needs. Changes will be announced in class and communicated via email / CCLE. If a student is absent, s/he is responsible for obtaining information regarding any schedule changes.

### E. Course Outline

This session will define the scope of reproductive health topics that will be covered throughout the course. The distance-based format and revised content is explored as well as expectations for both synchronous and asynchronous engagement. I introduce the set of transferrable skills that will be developed throughout the course.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics and Readings</th>
</tr>
</thead>
</table>
| 1     | 4/1   | **Online module: Overview: What is Advocacy?** *(DUE BY first class session on APRIL 1)*  
This session will define the scope of reproductive health topics that will be covered throughout the course. The distance-based format and revised content is explored as well as expectations for both synchronous and asynchronous engagement. I introduce the set of transferrable skills that will be developed throughout the course. |

<table>
<thead>
<tr>
<th>Issue Identification</th>
<th>Creating an Advocacy Plan</th>
<th>Community Advocacy</th>
<th>Media Advocacy</th>
<th>Legislative Advocacy</th>
<th>Organizational Capacity Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root cause analysis and Stakeholder analysis</td>
<td>Intended outcomes / Goals and objectives</td>
<td>Community organizing</td>
<td>Traditional media</td>
<td>Policy analysis</td>
<td>Sources of funding</td>
</tr>
<tr>
<td>Models of organizing</td>
<td>Audiences and context</td>
<td>Coalition building</td>
<td>Non-traditional media</td>
<td>Points of insertion into the legislative process</td>
<td>Governance and management</td>
</tr>
<tr>
<td>Role clarification among partners</td>
<td>Activities</td>
<td>Community audits</td>
<td>Social media</td>
<td>Testifying</td>
<td>Staff / volunteer development</td>
</tr>
<tr>
<td>Resource allocation</td>
<td>Benchmark and metrics</td>
<td>Capacity building</td>
<td>Messaging and framing</td>
<td>Lobbying</td>
<td>Data generation and research (CBPR)</td>
</tr>
</tbody>
</table>

**Synchronous Portion: April 1 at 10 AM:** We will use this time to introduce ourselves, answer questions about the course and then focus on issue identification, root cause analysis and stakeholder analysis. It will focus on an introduction to community, media and legislative advocacy as well as the role each plays in advancing reproductive health issues for public, private and nonprofit organizations. I will introduce the various advocacy frameworks which will serve as the foundation for the course (Midwest Academy, Organization Research Services). Additionally, it will explore models of organizing (public, private, nonprofit, hybrid, etc) and will discuss the need for memorandum of understanding among partners as
well as resource allocation. These concepts will be the basis for the first three homework assignments due.

**Readings**


Coulby, H et al; Advocacy and Campaigning Course Toolkit, International NGO Training and Research Center

Stachowiak, S. 2009; Pathways for Change: 6 theories about how policy change happens. Organizational Research Services issue brief. 12-14

Hanson E and Donohoe M, 2003; Health issues of migrant and seasonal farm workers. Journal of Health Care for the Poor and Underserved, 14(2); 153-164


**Suggested**

Lane, S. 1994; From population control to reproductive health: An emerging policy agenda. *Social Science & Medicine* 39(9); 1303-1314

Midwest Academy Strategy Chart [http://www.tcs.g.org/sfelp/toolkit/MidwestAcademy_01.pdf](http://www.tcs.g.org/sfelp/toolkit/MidwestAcademy_01.pdf)

**Resources**

Spitfire Strategies Smart Chart 3.0 [http://www.smartchart.org/content/smart_chart_3_0.pdf](http://www.smartchart.org/content/smart_chart_3_0.pdf)

**HOMEWORK:** Begin thinking about a reproductive health issue that you would like to explore for your homework assignments.

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<table>
<thead>
<tr>
<th>2</th>
<th>4/8</th>
<th>Reproductive Health Topic: Adolescent Reproductive Health Issues</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Advocacy Topic:</strong> Creating a Comprehensive Advocacy Plan</td>
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<tr>
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<td><strong>VIRGINIA ZART</strong> – Long Beach Task Force on Human Trafficking (Confirmed via Zoom)</td>
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<td><strong>Online module:</strong> Framing Advocacy Issues and Creating a Comprehensive Plan - <strong>DUE before April 8th:</strong></td>
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</tbody>
</table>

The advocacy session will focus on the issue of framing relative to advocacy initiatives. In addition, it will introduce students to a free, web-based strategic advocacy progress planning tool (Aspen Institute) that can be used for the final project. Topics will include the need to proactively define:

- *impact areas and intended outcomes* (shifting social norms, increasing capacity, strengthening base of support, improved or changed policies);
- *audiences* (primary and secondary);
- *context* such as climate (political, social, economic), issue competition, potential partners or opposition, prior experience with issue;
- *activities* – actions directed towards decision makers, actions directed towards community
- *capacity building* - capital generation, skills development, staffing and leadership development, materials and messaging, cultivating partnerships
• **benchmarks and metrics** – interim outcomes that must be measurable and time bound, alignment with goals

**Synchronous Portion: April 8 at 9 AM:** The first portion of class will include a guest speaker. Virginia Zart is a founding member of the Long Beach Human Trafficking Task Force, a best-in-class model of community advocacy. We will discuss the various forms of human trafficking, including the reproductive health challenges facing those who have been victims. Virginia works for the Long Beach Police Department and is considered “essential” during this time. She has agreed to join our Zoom but may be called away if needed.

The second portion will explore the unique needs of adolescents relative to their sexual and reproductive health. Topics will include definitions and statistics, risk behaviors, sexually transmitted infections, contraception, sex education, teen pregnancy and vaccinations for HPV.

**Readings**

Preventing Pregnancies in Younger Teens, Vital Signs, United States Centers for Disease Control and Prevention, April 2014

[Dorell CG, Yankey D, Santibanez TA, Markowitz LE.](https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6329a3.htm) 2011. Human Papilloma Virus vaccination series initiation and completion, 2008 -2009. 125 (8); 830-839


Ogusky J, Tenner A. 2010. Advocating for schools to provide effective HIV and sexuality education: a case study in how social service organizations working in coalition can (and should) affect sustained policy change. Health *Promot Pract.*,11(3):345-415.


American Teens’ Sexual Reproductive Health, Guttmacher Institute Fact Sheet, May 2014


**Suggested Reading:**

Park, MJ et al, 2006; The Health Status of Young Adults in the United States. *Journal of Adolescent Health*. 39(3); 305-317

**Resources:**

Schmeer, K. Stakeholder Analysis Guidelines

**Homework 1:** Stakeholder identification and segmentation
II. SHAPING PUBLIC IDEAS THROUGH COMMUNITY ADVOCACY AND THE MEDIA

<table>
<thead>
<tr>
<th>Date</th>
<th>Reproductive Health Topics: Maternal Mortality and Morbidity, Maternal Mental Health</th>
<th>Advocacy Topic: Community Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/15</td>
<td>Guest Lecturers – <strong>JOY BURKHARD</strong> – Founder of the California Maternal Mental Health Collaborative, 2020 Mom (Confirmed via Zoom)</td>
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<tr>
<td></td>
<td>The reproductive health portion will cover maternal morbidity, mortality and perinatal health in the U.S. including maternal mental health.</td>
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<td></td>
<td><a href="http://www.2020momproject.com">www.2020momproject.com</a></td>
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<tr>
<td></td>
<td>The advocacy portion of this session will explore opportunities to shape or change public ideas and attitudes through community advocacy. Aspects that will be covered include coalition building, educational programs, community organizing, capacity building and community audits. Students will use this information to complete their first individual assignment due the following week.</td>
<td></td>
</tr>
</tbody>
</table>

**Readings:**


**Suggested:**


**Resources:**

- Depression During and After Pregnancy: A Resource for Women, their Families. U.S. Health and Human Services Administration , Health Resources and Services Administration, 2010
- Goodman et al. 1998. Identifying and defining the dimension of community capacity to provide a basis for measurement. Health Ed and Behavior. 25(3); 258-278

Developing Effective Coalitions: An Eight Step Guide. 1-32. Developed by the Prevention Institute. PDF included on Moodle site.

Dave Beckwith and Cristina Lopez. Community Organizing: People Power from the Grassroots. Available at: http://comm-org.wisc.edu/papers97/beckwith.htm

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Homework 2: Community Advocacy Engagement

| 4 | 4/22 | Reproductive Health Topic: Men’s Reproductive Health Issues
Advocacy Topic: Media Advocacy |
---|---|---|
Men’s health issues can be overlooked; thus, we will explore contraception, infertility, sexuality and utilization of healthcare services relative to reproductive health. We will explore the recent revised guidelines from the U.S. Preventative Task Force regarding PSAs and the use of media.

The media can be an effective mechanism to shape public opinion and perceptions. This session will explore various mechanisms that can be employed with relatively few resources. We will examine traditional media and nontraditional media, as well as the increasing importance of social media to reach audiences. The importance of developing messaging will be explored as well as the need to diagnose and develop counter messages for opposing views. This information will be used in the second individual assignment due the following week.

Students will receive instruction on how to create a policy brief. Advocates are often required to develop compelling, succinct policy analysis as part of their repertoire.

Readings:


Course CHS M430 / HPM 434: Building Advocacy Skills: A Reproductive Health Focus
Term: Spring 2020
Credits: 4

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Suggested:


U.S. Says No to Prostate Screening in Healthy Men – New York Times, October 6, 2011


Resources:

APHA Media Advocacy Guide
http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56C-C33DEC7F5A49/0/Media_Advocacy_Manual.pdf

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Homework 3 Due: Issue Identification, root cause analysis, actionable advocacy statement.

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5 4/29

Reproductive Health Topic: Family Planning, Access to Care

Guest Lecturers–

*EMILY WASSON*, Essential Health Access (Confirmed via Zoom)

*SHERON LANDEAU* – Pharmacy Access Partnership (Confirmed via Zoom)

As of 2012, access to family planning and related services has once again assumed a prominent role in the national debate. As federal funding for family planning was reduced and further proposed cuts threatened service delivery and programs, advocates on both sides of the issue emerged. Our guest lecturers will share the deliberate measures taken at the state and federal level to protect vital initiatives. Our guest lecturers will cover an introduction to Title X, OTC contraception and abortion. They will also discuss innovative and non-traditional partnerships to preserve and expand access to family planning.

Readings:

Moskosky SB; LB Zapata, PhD; MK Whiteman, PhD; SD Hillis, PhD; KM Curtis, PhD; PA Marchbanks, PhD; CP Tyler, PhD. 2011. Contraceptive Methods Available to Patients of Office-based Physicians and Title X Clinics — United States, 2009–2010. *Morbidity & Mortality Weekly Report.*;60(1):1-4

Effect of Removal of Planned Parenthood from the Texas Women’s Health Program


Homework 4: Key Messages and Talking Points / Media Analysis
### III. ASSESSING AND PARTICIPATING IN LEGISLATIVE ADVOCACY

<table>
<thead>
<tr>
<th>Date</th>
<th>5/6</th>
<th>Advocacy Topic: Legislative Advocacy Part 1</th>
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<td>Legislative advocacy involves influencing legislation or budget allocation when the target of change is at the federal, state, county or local levels. Students will spend two sessions identifying points of influence at the various levels, developing an understanding of how to conduct legislative monitoring and analysis, assessing the role of committee testifying, as well as writing position papers and support letters.</td>
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<td>Guest Speaker: JILLENA HERNANDEZ, Chief of Staff, Assembly Member Ken Cooley (Confirmed via Zoom)</td>
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<td>Readings</td>
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<td>Lifecycle of Legislation in California</td>
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<td>Government 101: How a Bill Becomes a Law: Steps and Glossary of Terms</td>
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<td>Recommended:</td>
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<td>American Social Health Association</td>
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<td><a href="http://www.youtube.com/watch?v=mEJL2Luv-oQ">http://www.youtube.com/watch?v=mEJL2Luv-oQ</a></td>
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<td>Video: Dr. Elginer providing maternal morbidity and mortality testimony before joint session of the California Assembly and Senate Health Committees, May 4, 2010</td>
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<td>Homework 5: Letter to the Editor / Op Ed / Press Release</td>
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<th>Date</th>
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<th>Advocacy Topic: Legislative Advocacy Part 2</th>
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<td>The first portion of class will introduce students to reproductive genetics, including issues related to cloning, stem cells, assisted reproductive technologies, and genetic modification. We will also explode advent and use of emergency contraception and will consider the emerging issues surrounding these facets of reproductive health.</td>
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The second portion of the class session will be a continuation of the legislative advocacy discussion from the previous week. Students will be actively engaged in bill tracking, analysis, discussions with the author’s office and more.

A Guide to Monitoring State Legislation developed by the National Latina Institute for Reproductive Health

Homework 6: Bill Analysis Due

### IV. ENSURING INTERNAL READINESS FOR CONDUCTING ADVOCACY

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**Reproductive Health Topic: Reproductive Health Technologies and Innovations**

**Advocacy Topic: Organizational Capacity Building – Part 1**

An often-overlooked advocacy component includes organizational capacity building. Aspects that will be covered include the development of an advocacy budget as well as identification of potential funding sources (public and private funds). We will review a policy and advocacy grant application published by First Five LA in September, 2011. [http://www.first5la.org/PAF#RFP](http://www.first5la.org/PAF#RFP). We will also discuss basic budgeting concepts, as most MPH students have never developed an organizational budget. We will cover basic revenue and expense considerations.

First 5 LA Policy and Advocacy Grant RFP, 2011

**Readings**


Coeyteax F et al. 2009. Emergency contraception: have we come full circle? Contraception 80. 1-3

Israel, B et al. 2010. Community-based participatory research: a capacity building approach for policy advocacy aimed at eliminating health disparities. Am J of Public Health 100 (11), 2094-2102

**Suggested:**


**Resources:**

Advocacy Budget template available on the CCLE website.

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Homework 7 Due: Letter of Support / Opposition
### Advocacy Topic: Organizational Capacity Building – Part 2

The second part of Organizational Capacity Building will focus on governance and management of coalitions, the need to train and develop staff or volunteers on advocacy skills, and the use of data generation and research to fuel current and future efforts. Students will be expected to submit a preliminary budget for their individual advocacy initiatives.

Given that the final presentation is comprehensive, students will spend a portion of class time working in groups on their final project. The intent is that each group will have time with the faculty to discuss preliminary recommendations, identify challenges, and posit conventional and unconventional tactics as well as potential benchmarks. To ensure use of limited time, it is recommended that groups develop a list of questions or concerns for the faculty to consider in advance.

**Readings:**


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**Homework 8 Due: Advocacy Budget**

### V. ADVOCACY IN ACTION

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<th>6/3</th>
<th>Advocacy Career Panel</th>
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<td>• MAYRA ALVAREZ – President of the Children’s Partnership (NOT CONFIRMED)</td>
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<td>• BRITTNEY WEISMAN – Executive Director – National Alliance on Mental Illness, Los Angeles County (INVITED)</td>
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<td>• JONATHAN YOUNG – West Region Advocacy Coordinator for CARE U.S.A. (INVITED)</td>
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<td>• JACKIE KOENIG – Chief of Staff for California Senator Tom Umberg</td>
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**Panel Discussion:** (1 ½ hours)

Advocacy professionals will participate in a panel discussion regarding the reproductive health advocacy initiatives sharing best practices, lessons learned and upcoming plans.

**Course Recap and Evaluations**