

Foods & Nutrition 3380B Policy Development and Advocacy
Brescia University College, Western University
2013-14

‘There is certainly public skepticism and even cynicism as to whether the primary goal of self-regulating professional organizations is to promote patients' interests or, rather, to promote their own professional interest’

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Classes: Tuesday, 8:30-11:30, Room BR-UH30
Office Hours: Tues 11:30-12:30 or by appointment

Course Description

This course examines the policy-development and advocacy efforts of interest groups wishing to influence government at the various stages of the public policy-making process. The focus is on the Dietitians of Canada and its activities in relation to such issues as obesity, sodium reduction, and role of dietitians in primary care. Other groups and issues, however, will also be considered to enhance the understanding of advocacy and the dynamics of government policy-making.

Learning Objectives

On completion of the course, students will be able to do the following:

- Appreciate the basic government framework in which the policy development and advocacy efforts of groups take place.
- Understand the nature of advocacy in political life and the various activities associated with attempts to influence the actions of government. These activities include lobbying, government consultations, shaping public opinion, and strategic planning.
- Be familiar with both the policy-development work of advocacy groups relating to food and nutrition issues in Canada and the actions of these same groups to have their policies accepted by government.
- Explain the crucial importance of government actions to the success and well-being of health professions.
- Draft policy-development proposals in the area of foods and nutrition and design advocacy strategies for ensuring that these proposals are at a minimum given careful consideration by government officials.

Course Materials

Readings will be made available through the class. The course will have a Sakai site on which materials and items will be posted.

Evaluation

Quizzes*	20%
Mid Term (Feb. 11)	20%
Professions & Advocacy Report (Mar. 25)#	20%
Participation@	10%
Final exam (Apr. exam period)	30%

* Four quizzes on assigned readings.

Paper which proposes an advocacy approach which best sustains and benefits health professions such as registered dietitians and nutritionists.

@ Participation based on random attendance-taking and contribution to class discussion.

Weekly Outline

Week 1

Jan. 7: Introduction

Week 2

Jan. 14: Basics in Policy Development and Advocacy

Reading 1: Michael Howlett and Sarah Geist, "The Policy-Making Process," in E. Araral Jr. et al., eds., *Routledge Handbook of Public Policy* (New York: Routledge, 2003)

Reading 2: Rand Dyck, *Canadian Politics: Critical Approaches, 7th ed.* (Toronto: Nelson, 2014), ch. 16

Week 3

Jan. 21 Basics (cont'd)

Reading 3: Lisa Young & Joanna Everitt, *Advocacy Groups* (Vancouver: UBC, 2004)

Reading 4: Sean Moore, "Can Public Policy Advocacy be Taught or Learned," *The Philanthropist* 23:4 (2011)

Reading 5: Canadian CED Network, *Art of Advocacy*

Week 4

Jan. 28: Agenda Setting

Reading 6: Justin Rex and David Jackson, "Window of Opportunity? Internet Gambling in Canada," *Canadian Public Policy* 35: 1 (2009)

Reading 7: Melanie Rock et al., "A Media Advocacy Intervention Linking Health Disparities and Food Insecurity," *Health Education Research* 26: 6 (2011)

Reading 8: Dietitians of Canada, *Advertising of Food and Beverages to Children*, December 2010 (and appended letter of May 31, 2010 to federal minister of health)

Reading 9: Monique Potvin Kent et al., 'Self-regulation by industry of food marketing is having little impact during children's preferred television,' *International Journal of Pediatric Obesity* 6 (2011)

Week 5

Feb. 4: Agenda Setting (cont'd)

Reading 10: Glen Randall and Paul Williams, 'Health-Care Reform and the Dimensions of Professional Autonomy,' *Canadian Public Administration* 52:1 (2009)

Reading 11: Dietitians of Canada, *The Dietitian Workforce in Canada: A Meta-Analysis Report*, March 2011

Reading 12: Dietitians of Canada, *The Dietitian Workforce in Ontario Primary Health Care Survey Report*, September 2012

Week 6

Feb. 11: TEST

Week 7

Feb. 25: Policy Formulation

Reading 13: Ellen Vogel et al., "Case Study on Nutrition Labeling: Policy-making in Canada," *Canadian Journal of Dietetic Practice and Research* 71:2 (2010)

Reading 14: University of Victoria, *How to Write a Policy Recommendation*

Reading 15: *Readings on Sodium Reduction Policy Issue*

Week 8

Mar. 4: Policy Formulation (cont'd)

Reading 16: Clare Dunlop, "Epistemic communities and two goals of delegation: hormone growth promoters in the European Union," *Science and Public Policy* 37(3) 2010

Reading 17: *Curbing Childhood Obesity: A Federal, Provincial and Territorial Framework for Action to Promote Healthy Weights*, 2010

Reading 18: Dietitians of Canada, *Childhood Healthy Weights: Recommendations for the Healthy Kids Panel*, September 2012

Reading 19: Healthy Kids Panel, *No Time to Wait: The Healthy Kids Strategy*, March 2013

Week 9

Mar. 11 Decision-Making

Reading 20: Xun Wu et al., *The Public Policy Primer: Managing the Policy Process* (London: Routledge, 2010), ch. 4

Reading 21: Paul Barker, *Public Administration in Canada: Brief Edition* (Toronto: Nelson, 2008)

Reading 22: Canada, Privy Council Office, *A Drafter's Guide to Cabinet Documents*, 2012

Week 10

Mar. 18 Policy Implementation

Reading 23: Atle Fretheim et al., "SUPPORT Tools for Evidence-Informed Policymaking in Health 6: Using Research Evidence to Address How an Option Will Be Implemented," *Health Research Policy and Systems* 2009 7 (Suppl).

Reading 24: Michael Howlett et al., *Studying Public Policy: Policy Cycles and Policy Subsystems*, 3rd ed. (Toronto: OUP, 2009), ch. 7 (pages)

Reading 25: Government of Ontario, *Healthy Schools: New School Food and Beverage Policy & Policy/Program Memorandum No. 150*

Reading 26: Nutrition Resource Centre, OPA, *At a Glance Guide to Ontario's Food and Beverage Policy*, Ontario 2010.

Week 11

Mar. 25 Policy Evaluation

Reading 27: Wu et al., *The Public Policy Primer: Managing the Policy Process*, ch. 6

Reading 28: Dietitians of Canada, *Moving Forward: Role of the Registered Dietitian in Primary Health Care in Canada*, 2009

Reading 29: Joanne Goldman et al., 'Inter-professional collaboration in family health teams,' *Canadian Family Physician* 2010 56:e

Reading 30: Catherine Donnelly et al., 'The integration of occupational therapy into primary care: a multiple case design,' *BMC Family Practice* 2013

Week 12

Apr. 1: RDs and Canadian Health Care System ...

Reading 31: Dietitians of Canada, *Strengthening the Canadian Health Care System: A Call to Action from Dietitians*, November 2011

Reading 32: Steve Lewis, *Discussion Paper: Canadian Health Policy Since Romanow: Easy to Call for Change, Hard to Do*, June 2013

Week 13

Apr. 8: Summary & Review

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the

student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.