

**American University of Beirut**  
**Faculty of Health Sciences**  
**PBHL 304**  
**Public Health Policy and Advocacy**  
**[3 credits]**  
**Course Syllabus**  
**Spring Semester**  
**Academic Year 2023-24**

**Class time and location**

Schedule: Friday 15:00 – 18:45

Lecture: :15:00- 16:45 Nabil Bustani Auditorium  
Application: 17:10– 18:45: Section 1: Room 103,  
Section 2: Room 101

**Breakout rooms will be arranged by  
instructors for different sections  
and work groups**

**Course Instructors and Contact Details**

Name	Dr. Fadi El-Jardali (Course Director)	Ms. Racha Fadlallah	Ms. Lama Bou Karroum	Ms. Clara Abou Samra
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With Dr. Nasser Yassin as lead speaker in 3 sessions

In addition to Lecturers and Guest Speakers

**Course Description**

This course introduces students to the relevant concepts and approaches in public health policy and advocacy. It will provide students with a basic understanding of the public health policymaking process as well as the core elements of advocacy. The aim is to make MPH students informed of the complex nature of public health policy development, be critical consumers of health policy research and evidence, and be analytical of the influence of various actors on the policy process.

Students will learn the stages of the policy process (i.e., agenda setting, policy development, policy implementation, and policy evaluation). The field draws upon numerous disciplines. As such, course readings will be drawn from political science, sociology, biomedical sciences and policy studies. The advocacy component of this course will equip students with the knowledge and skills necessary to influence public health policy. This component delves into the fundamentals of advocacy, emphasizing its significance in shaping health policies at

various levels and tackling core elements of an advocacy process, including defining the issue, understanding the audiences and crafting advocacy strategies. Through an exploration of stakeholder dynamics, students gain insights into the complex interplay of actors involved in policymaking. This involves understanding the roles of governmental entities, civil society organizations, and corporate interests, fostering a nuanced understanding of power structures and relationships that shape the policy landscape.

Moreover, the course delves into advocacy tactics, including the strategic use of media as a powerful tool for influencing public perception and policy outcomes.

The integration of case studies, class discussions, and guest speakers ensures that students not only grasp theoretical concepts but also witness real-world applications of public health policy and advocacy at the national, regional and international levels. Ethics and equity considerations will be included in discussions related to concepts and application.

### **Course Learning objectives (LOs)**

By the end of this course, students will be able to:

- LO1. Identify all the stages of the public health policy-making process.
- LO2. Describe the functions of government entities, and their application in Public Health
- LO3. Analyze the health impacts of social and economic policies.
- LO4. Analyze the influence of various actors and interest groups (governmental, civil society and corporate), on public health policy-making at national and global levels.
- LO5. Conduct a power analysis to understand positions of actors and interest groups in influencing a public health issue
- LO6. Select which advocacy and lobbying strategies are most appropriate to use to influence public health policy in different contexts and with different actors and interest groups.
- LO7. Analyze case studies on policy making and advocacy at the national, regional, and international levels
- LO8. Examine the use of evidence in public health policy making and advocacy
- LO9. Apply critical thinking while analyzing and evaluating health policies
- LO10. Discuss the role of ethics in public health policy and advocacy

### **Competencies of the Council on Education for Public Health (CEPH) mapped to PBHL 304**

The course will correspond to the following CEPH competencies:

- CC12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- CC13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- CC14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
- CC15. Evaluate policies for their impact on public health and health equity

### Required Readings:

Listed in detailed course outline below.

### Course requirements and student evaluation

**Participation: 10%** Students are expected to participate and contribute to class discussions and work groups. At the beginning of each session, 4-5 students will be assigned to reflect on the course readings for about 5 minutes (no formal presentation is needed). 10-15 minutes will then be dedicated (with participation from all students) to reflect and discuss key insights and questions based on required readings.

Table-1 Summary of students' assessments mapped to course learning objectives

	Learning Objectives									
	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10
Assignment I (25%)	X	X	X	X						
Assignment II (30%)							X	X	X	X
Assignment III (35%)				X	X	X		X		X

Table -2 Description of Assessment methods, Due Dates and Corresponding Learning Objectives

Assessment method	Date	LOs covered	Grade percentage
Assignment I		LO1,2,3 &4	25%
<b>Case Study Analysis (Group work of 2)</b> Students will select a case of a public health policy that has been formulated to tackle a public health issue or problem from the MENA region and Global South to undertake a deep analysis of the policymaking process by using theories in the analysis (e.g. The Advocacy Coalition Framework, Multiple Streams theory, Policy Entrepreneurship etc.) As conceptual lenses. Students will look at the possibility of applying and “adapting” those concepts, largely applied in the Western world to encompass policymaking in the MENA and Global South without conceptual 'overstretch'.			
Assignment II		LO 7,8,9&10	30%
<b>Media Analysis of Public Health Policy (Group work of 2)</b> Media play a vital role in influencing the debate on policy issues. In public health policymaking, it is key to understand how media frames problems and solutions. Students will select a specific public health policy from a country in the MENA region or the Global South and look into how the issue has been reported and portrayed in the media. In particular, students will undertake a <b>content analysis</b> of the ways media platforms have perceived and framed an existing or planned			

Assessment method	Date	LOs covered	Grade percentage
public health policy (in terms of problems, causes and solutions). Recommendations to be provided on strengthening the role of media in influencing public health policy making.			
<b>Assignment III</b>		LO 4,5,6,8	<b>35%</b>
<b>Develop an advocacy plan (Group work of 2)</b>			
<ul style="list-style-type: none"> <li>- Develop a written advocacy plan for a selected public health topic. Select a current public health problem in Lebanon, in the region or globally which requires advocacy. Discuss why it is a public health issue of concern. Briefly review the evidence-based policy solutions that can be advocated for in this specific context and describe which one you chose to advocate for and why. Describe your advocacy objective. List and describe your stakeholders. Conduct a power analysis and include an analysis of power positions of each stakeholder (provide the diagram as part of the assignment) (35 points)</li> </ul>			

## Policies and other General Notes

### Academic Integrity

Education is demanding and time management is essential. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Please review the Student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. If you're in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. The American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.

<http://pnp.aub.edu.lb/general/conductcode/index.html>

### Students with Disabilities:

Staff members of the AUB Office of Student Affairs, Room 113, West Hall, coordinate accommodations and services for students with special needs. If you have a disability, for which you may request accommodation in AUB classes, consult the website for more information and make arrangements with the Coordinator ([http://www.aub.edu.lb/sao/Pages/Students\\_20with\\_20Special\\_20Needs.aspx](http://www.aub.edu.lb/sao/Pages/Students_20with_20Special_20Needs.aspx)). Also, please see the instructor of this course privately about possible support services that can be provided to you

### Non-Discrimination – Title IX – AUB:

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). **To report an incident**, contact the University's Title IX

Coordinator at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via Ethics Point at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com).'

**Detailed course outline**

Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
1) January 19		Introduction to government, public policy and key theories in policy science	<p><b>Required :</b></p> <p>Cairney, P. (2015) Understanding Public Policy: Theories and Issues. Palgrave Macmillan (Chapters 1 and 10)</p> <p>Gilberto Capano and Michael Howlett: The Knowns and Unknowns of Policy Instrument Analysis: Policy Tools and the Current Research Agenda on Policy Mixes</p> <p>Buse, K., et al., (2005) Making Health Policy, Chapters 1 &amp; 2.</p> <p><b>Optional:</b></p> <p>Briefing Paper – How Can the Analysis of Power and Process in Policy-making Improve Health Outcomes? (October 2007)</p> <p>Howlett, M., and Ramesh, M. (1995). Studying Public Policy: Policy Cycles and Policy Subsystems. Toronto: Oxford University Press. Chapter 7</p> <p>Gilson, L. and Raphaely, N. (1994-2007) The Terrain of Health Policy Analysis in Low and Middle income countries: A Review of Published Literature</p>	LO1	CC 12	Assignment I

<p>2) January 26</p>		<p>Use of evidence in public health policy (development, implementation and evaluation)</p>	<p><b>Required:</b></p> <p>World Health Organization (2021). Evidence-informed decision-making for health policy and programmes. <a href="https://apps.who.int/iris/bitstream/handle/10665/349894/9789240036000-eng.pdf?sequence=1&amp;isAllowed=y">https://apps.who.int/iris/bitstream/handle/10665/349894/9789240036000-eng.pdf?sequence=1&amp;isAllowed=y</a></p> <p>El-Jardali F, Bou-Karroum L, Fadlallah R. Amplifying the role of knowledge translation platforms in the COVID-19 pandemic response. <i>Health Res Policy Syst.</i> 2020;18(1):58. Published 2020 Jun 3. doi:10.1186/s12961-020-00576-y</p> <p>Oxman, A, Lavis, JN., Lewin, S and Fretheim, A (2009). Support Tools for evidence-informed health Policymaking (STP).1. What is evidence-informed policymaking? <i>Health Research Policy and Systems</i> 2009 7 (Suppl 1):S1</p> <p>El-Jardali, F. Bou Karroum, L., Bawab L, Kdouh O†, El-Sayed F, Rachidi H†, Makki M, Health Reporting in Print Media in Lebanon: Evidence, Quality and Role in Informing Policymaking, <i>PLOS One</i>, (2015) 10: 8</p> <p>Paalman, M. How to Do (or Not To Do): Media analysis for policymaking. <i>Health Policy and Planning</i> 1997, 12:1</p> <p>Bou-Karroum, L., El-Jardali, F., Hemadi, N. et al. Using media to impact health policy-making: an integrative systematic review. <i>Implementation Sci</i> 12, 52 (2017). <a href="https://doi.org/10.1186/s13012-017-0581-0">https://doi.org/10.1186/s13012-017-0581-0</a></p> <p><b>Optional:</b></p> <p>El-Jardali F, Lavis J, Moat K, Pantoja T, Ataya N, Capturing lessons learned from evidence-to-policy initiatives through structured reflection, <i>Health Research Policy and Systems</i>, 2014, 12:2</p> <p>El-Jardali F., Lavis JN, Ataya N, Jamal D, Use of Health Systems and Policy Research Evidence in the Health</p>	<p>LO8</p>	<p>CC12, CC14</p>	<p><b>Assignments I, II &amp; III</b></p>
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Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
			<p>Policymaking in Eastern Mediterranean Countries: Views and Practices of Researchers, <u>Implementation Science</u> 7:2, 2012</p> <p>El-Jardali, F. Fadlallah, R. A call for a backward design to knowledge translation. <u>Int J Health Policy Manag.</u> 2015 Jan; 4(1): 1–5.</p> <p>El-Jardali F., Lavis JN, Ataya N, Jamal D, Ammar W, Raouf S, Use of Health Systems Evidence by Policymakers in Eastern Mediterranean Countries: Views, Practices, and Contextual Influences, <u>BMC Health Services Research</u> 2012, 12:200</p> <p>El-Jardali F, Lavis JN, Jamal D, Ataya N, Dimassi H. Evidence-Informed Health Policies in Eastern Mediterranean Countries: Comparing Views of Policymakers and Researchers, <u>Evidence &amp; Policy Journal</u>, 2014, 10:3</p>			



Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
3) February 2	Dr. Nasser Yassin	Policy-making process 1: problem framing and the governance of problems	<p><b>Required:</b></p> <p>Hoppe, R. (2010) <i>The Governance of Problems: puzzling, powering and participation</i>, Polity Press: London (chapters 1 and 2)</p> <p>Foster, J. (1984) <i>Bounded Rationality and the Politics of Muddling Through</i>. <i>Public Administration Review</i>.</p> <p>Optional:</p> <p>Walt, Gill (1994) <i>Health Policy: An Introduction to Process and Power</i>. Witwatersrand University Press, Johannesburg Chapter 4</p> <p>Buse, K., et al., (2005) <i>Making Health Policy</i>, Chapter 4</p> <p>Lavis, JN., Wilson, MG., Oxman, A., Lewin, S and Fretheim, A (2009). Support Tools for evidence-informed health Policymaking (STP).4. Using research evidence to clarify a problem. <i>Health Research Policy and Systems</i> 2009;7(Suppl 1):S4</p>	LO 1	CC12	<b>Assignment I</b>

4) February 16		Policy-making process 2: Policy development, formulation, instrument, implementation, and evaluation	<p><b>Required:</b></p> <p>Capano &amp; Howlett (2020) The Knowns and Unknowns of Policy Instrument Analysis: Policy Tools and the Current Research Agenda on Policy Mixes, Sage Open, January-March 2020: 1-13</p> <p><a href="https://journals.sagepub.com/doi/full/10.1177/2158244019900568">https://journals.sagepub.com/doi/full/10.1177/2158244019900568</a></p> <p>Collins, T. (2005) Health policy analysis: a simple tool for policy makers, Public Health 119, 192–196</p> <p>El-Jardali F, Bou Karroum, L., Ghali, H. A Retrospective Health Policy Analysis of the Development and Implementation of the Voluntary Health Insurance Policy in Lebanon: Learning from Failure. Social Science &amp; Medicine, 123 (2014) 45 – 54.</p> <p>Howlett, M., and Ramesh, M. (1995) Studying Public Policy: Policy Cycles and Policy Subsystems. Toronto: Oxford University Press. Chapter 4</p> <p>Wollmann, H. (2007) Policy Evaluation and Evaluation Research, in Handbook of Public Policy Analysis, Fischer, F, Miller, G. and Sidney M. (Eds.). CRC Press</p> <p><b>Optional:</b></p> <p>Ammar, W. (2009) Health Beyond Politics. Chapters 1</p> <p>Fretheim, A., Oxman, A., Lavis, JN., and Lewin, S (2009). Support Tools for evidence-informed health Policymaking (STP). 18. Planning monitoring and evaluation of Policies, Health Research Policy and Systems 2009 7(Suppl 1):S18</p> <p>Miller, G. and Robbins, D. (2007) Cost-Benefit Analysis in Handbook of Public Policy Analysis, Fischer, F, Miller, G. and Sidney M. (Eds.). CRC Press</p>	LO1, 3, 10	CC12, CC13, CC15	<b>Assignments I &amp; II</b>
5) February 23	Dr. Nasser Yassin	Health in all policies and multi-	<p><b>Required</b></p> <p>El-Jardali, F., Fadlallah, R. Daher, N (2021). Assessing Multisectoral Collaborations in the COVID-19</p>	LO3, 9	CC14, CC15	<b>Assignments I &amp; II</b>

		sectoral collaborations	<p>Pandemic Response in Selected Arab Countries. <a href="https://arab-hdr.org/wp-content/uploads/2022/06/6-Multisectoral-Collaboration-final-version.WEB_.pdf">https://arab-hdr.org/wp-content/uploads/2022/06/6-Multisectoral-Collaboration-final-version.WEB_.pdf</a></p> <p>Green, L., Ashton, K., Bellis, M. A., Clemens, T., &amp; Douglas, M. (2021). 'Health in All Policies'—A Key Driver for Health and Well-Being in a Post-COVID-19 Pandemic World. <i>International Journal of Environmental Research and Public Health</i>, 18(18), 9468.</p> <p>Guglielmin, M., Muntaner, C., O'Campo, P., &amp; Shankardass, K. (2018). A scoping review of the implementation of health in all policies at the local level. <i>Health policy</i>, 122(3), 284-292.</p> <p>Rasanathan, K., Bennett, S., Atkins, V., Beschel, R., Carrasquilla, G., Charles, J., ... &amp; Zaidi, S. (2017). Governing multisectoral action for health in low -and middle-income countries. <i>PLoS medicine</i>, 14(4), e1002285.</p> <p><b>Optional</b></p> <p>Al-Mandhari, A., El-Adawy, M., Khan, W., &amp; Ghaffar, A. (2019). Health for all by all-pursuing multi-sectoral action on health for SDGs in the WHO eastern Mediterranean region. <i>Globalization and health</i>, 15(1), 1-4.</p> <p>World Health Organization. (2018). Health in All Policies as part of the primary health care agenda on multisectoral action (No. WHO/HIS/SDS/2018.59). World Health Organization.</p>			
6) March 1		Governance in Public Health (including national and global)	<p><b>Required:</b></p> <p>Barbazza, E., &amp; Tello, J. E. (2014). A review of health governance: Definitions, dimensions and tools to govern. <i>Health Policy</i>. 116(1)</p>	LO2,3	CC13, CC14.	<b>Assignments II &amp; III</b>

Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
			<p>El-Jardali F, Political Economy of Health in the Middle East And North Africa (MENA) Region, MENA Health Policy Forum. Cairo, Egypt, March 2015</p> <p>Hunter, M., Badr, Y. A Glance on Efforts to Strengthen Healthcare Governance in the MENA Region. MENA Health Policy Forum. Cairo, Egypt, March 2015</p> <p>Herrera, C. A., Ciapponi, A., Bastías, G., Lew in, S., Marti G.S., Okw undu, C. I., Opiyo, N., Oxman, A.D., Pantoja, T., Paulsen, E., Peñaloza, B., Rada, G., &amp; Wiysonge, C. S. (2014). Governance arrangements for health systems in low -income countries: an overview of systematic review s. The Cochrane Library.</p> <p><b>Optional:</b></p> <p>Jakubow ski, E., Saltman, R.B. (2013) The changing national role in health system governance. European Observatory on Health Systems and Policy.</p>			

Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
7) March 8		<p>Interest Groups, civil society, Media and Policy networks (role, opportunities, challenges) (The influence of various actors and interest groups 1 (Gov, civil society and Corporate))</p> <p><i>Case study will be provided in relation to the role of interest groups during COVID-19</i></p>	<p><b>Required:</b></p> <p>Binderkrantz, A. (2005) Interest Group Strategies: Navigating Between Privileged Access and Strategies of Pressure, Political Studies, Vol. 53, 694-715</p> <p>Yassin, N. and Moussawi, F. (forthcoming) Kafa and the Making of Law 293: Understanding Civil Society Advocacy, Politics and Policymaking in Lebanon.</p> <p>El-Jardali F, Hammoud R, Younan L, Smaha Nuwayhid H, Abdallah N, Alameddine M, Bou-Karroum L, Salman L, The Making of Nursing Profession Practice Law in Lebanon: A Policy Analysis Case Study, Health Research Policy and Systems. 2014, 12:52</p> <p><b>Optional:</b></p> <p>Snare, C.E. (1995) Windows of Opportunity: When and How Can the Policy Analyst Influence the Policymaker During the Policy Process. Policy Studies Review, 14:3</p>	LO2, 4, 5	CC13	<b>Assignment II &amp; III</b>

Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
8) March 15		Introduction to public health advocacy	<p><b>Required Readings</b></p> <p>Chapman, S. Advocacy in public health: roles and challenge. International Journal of Epidemiology 2001; 30: 1226-1232.</p> <p>Chapman S. Public health advocacy: a primer. Journal of Epidemiology and Community Health 2004;58: 361-5.</p> <p>Nakkash RT, Torossian L, El Hajj T, Khalil J, Afifi RA. (2018). The passage of tobacco control law 174 in Lebanon: Reflections on the problem, policies, and politics. Health Policy and Planning. Accepted 21, February 2018.</p> <p>Optional : Advocacy Toolkit</p> <p>Advocacy in Action: A toolkit for public health professionals</p> <p><b>Application:</b> Students are asked in groups to (1) identify a current national or regional public health issue that requires advocacy (2) explain why they see it requiring advocacy and what is the public health solution that needs to be advocated for (3) suggest various methods that they can advocate for this topic. Selected groups will present towards the end of the application session.</p>	LO 6,7,8,9,10	CC13,CC14	Assignment III
9) March 22		Understanding stakeholders power positions and conducting a power analysis	<p><b>Required Readings</b></p> <p>Identifying and influencing advocacy targets</p> <p><b>Application:</b></p> <p>Case study on Childhood prevention obesity in Lebanon</p>	LO2,4,5	CC13, CC14	Assignment III

Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
10) April 5		Identifying and Overcoming Opposition	<p><b>Required Readings</b></p> <p>Overview of opposition tactics</p> <p><a href="https://ctb.ku.edu/en/table-of-contents/advocacy/respond-to-counterattacks/overview-of-opposition-tactics/main">https://ctb.ku.edu/en/table-of-contents/advocacy/respond-to-counterattacks/overview-of-opposition-tactics/main</a>Application: Tobacco industry interference in policymaking</p> <p><b>Application (readings assigned for groups)</b></p> <p>Case study of the Philadelphia sugar-sweetened beverage tax policymaking process: implications for policy development and advocacy.</p> <p>Del Giudice IM, Tsai KA, Arshonsky J, Bond S, Bragg MA. Food industry donations to patient advocacy organisations focussed on non-communicable diseases. <i>Public Health Nutr.</i> 2022 Oct 28;26(3):1-9. doi: 10.1017/S1368980022001859. Epub ahead of print. PMID: 36305342; PMCID: PMC9989705.</p> <p>O'Flaherty M, Guzman M. Keeping Public Health Clean: Food Policy Barriers and Opportunities in the Era of the Industrial Epidemics. <i>AIMS Public Health.</i> 2016 Apr 20;3(2):228-234. doi: 10.3934/publichealth.2016.2.228. PMID: 29546157; PMCID: PMC5690349.</p>	LO6	CC13	Assignment III Part A

Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
11) April 12		Advocacy Tactics and Media Advocacy	<p><b>Required Readings:</b></p> <p>Chapman S, Public Health Advocacy and Tobacco Control: Making Smoking History. Blackwell Publishing. Part II-An A-Z of Tobacco Control Advocacy Strategy.p.211-289.</p> <p>Wiist, W. (2010) The Corporation: An overview of what it is, its tactics and what public health can do. In W. Wiist (Ed.), Tactics Corporations Use to Influence Health and Health Policy, and What We Can Do to Counter Them. (pp. 2-72) Oxford: Oxford University Press.</p> <p>Townsend, B., Tenni, B.F., Goldman, S. et al. Public health advocacy strategies to influence policy agendas: lessons from a narrative review of success in trade policy. Global Health 19, 60 (2023). <a href="https://doi.org/10.1186/s12992-023-00960-7">https://doi.org/10.1186/s12992-023-00960-7</a></p> <p><b>Preparing an advocacy debate:</b></p> <p>How does the alcohol industry attempt to influence marketing regulations? A systematic review</p> <p>How Does the Tobacco Industry Attempt to Influence Marketing Regulations? A Systematic Review</p>	LO5,6	CC13	<b>Assignment III Parts A &amp; B</b>
12) April 19		Advocacy tactics	<p><b>Public health advocacy debate</b></p> <p>Guest speaker</p>	LO5,6	CC13	<b>Assignment III Parts A &amp; B</b>



Week	Instructor	Topic	Reading	Course Learning Objective	CEPH or distinct competency	Specific assessment for each competency including percentage from total grade
13) April 26	All speakers	Public Health Policy Making  Panel on priority area  <i>Last hour of this session will be dedicated to discussing key insights and learnings from the course including wrap up</i>	<b>Will be provided later</b>	All	All	<b>Assignment III</b>

**Appendix –I Mapping of Course Learning Objectives to CEPH Competencies**

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	Other courses that also address competency
CC12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	X							X			None
CC13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		X		X	X	X	X	X	X		HMPD 300 Health Systems Management
CC14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		X		X	X	X	X	X	X		None
CC15. Evaluate policies for their impact on public health and health equity	X		X							X	None