**ENVH 584**

**OCCUPATIONAL AND ENVIRONMENTAL HEALTH:**

**POLICY AND POLITICS**

**MEETING DATE AND TIME:** Monday and Wednesday 9:00-10:20

 Health Sciences Building E212

**FACULTY:**

Janice Camp, MSPH, CIH, COHN-S Michael Silverstein, MD, MPH

Senior Lecturer Affiliate Professor, DEOHS

Room 103 Roosevelt

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office hours: by appointment

# COURSE PURPOSE

This course provides a broad understanding of environmental and occupational health policy issues, focusing on the relationship between public health science and the public policy process. The course will examine how science, values, and politics interact in the process of setting public policy. There will be an emphasis on how political forces shape occupational and environmental health policies and how laws are developed and administered by public agencies. The course will provide a framework and tools for occupational and environmental health professionals to use in bridging the gap between science and practice. Each year several timely environmental or occupational health hazards will be chosen for concentrated examination through didactic presentations, group discussion, and written exercises.

# COURSE LEARNING OBJECTIVES

At the end of this course, the student should be able to:

* Review occupational and environmental injury and illness and their effects on human health.
* Discuss the basic approaches to assessing and controlling environmental and occupational contaminants
* Describe how occupational and environmental health policies are established and implemented
* Describe the difference between policy and politics and the role played by each.
* Identify regulatory authorities directed to manage air, water, or workplace contaminants
* Describe the roles played by statutes, stakeholders, and institutions in public policy setting
* Discuss how science, values, social and economic systems, and the political process interact in the policy process to affect environmental and occupational injuries and illnesses.
* Describe a variety of decision frameworks and how they have been used in environmental and occupational health policy-setting
* Discuss how the Occupational Safety and Health Act and selected environmental laws have been developed, implemented, and changed
* Contrast the skills, language, and models for written and spoken communication used by diverse stakeholder groups
* Describe relationship between research and public policy

Identify role of cost-benefit analysis (CBA) in occupational and environmental health regulation

Discuss some of the economic impact of occupational and environmental regulations

Discuss the role of the court system in interpreting regulations and statutes and how court decisions influence the implementation of occupational and environmental laws

Outline different regulatory compliance strategies

* Describe the basics elements of the Washington State Workers’ Compensation system
* Organize data and information on an occupational or environmental health hazard and prepare written and oral testimony for an in-class congressional or legislative committee hearing
* Communicate environmental and occupational health risks and intervention strategies to regulatory authorities and to business, labor, and community groups

# COURSE REQUIREMENTS

**Course Website:** <http://courses.washington.edu/envh584/>

## Attendance

Since this class is intended to be interactive, participation is important. Class members will be called upon to present different aspects of the issues under discussion.

**ASSIGNMENTS**

### Assignment #1: Briefing memo

Each student will identify a current environmental or occupational health issue to follow for the quarter. For the first graded assignment students will write a Briefing Memo on their selected topic. The memo is to be addressed to the leadership of an organization or stakeholder group of the student’s choosing. The memo should be framed as if you are a member of the organization, it should be objective and concise (not to exceed 3 pages) yet with sufficient detail so that your boss can make an informed decision about whether or not the organization should get involved with your issue. Briefing Memo topics are to be submitted by April 4th, the Briefing memo is due April 16th, and will be presented and discussed in class on April 30th.

Elements to include in a Briefing Memo:

* Name of your organization, your title within the organization, and the title of your boss (e.g., Environmental Working Group, staff support for the Director Legislative Affairs; or Senate Health Education Labor and Pensions Committee, Legislative Assistant for workforce issues, Senator Lisa Murkowski)
* Description of the issue or problem, with particular emphasis on human health impacts
* Background of the problem
* Current regulatory or other remedies and their strengths and imitations
* A suggested policy position with pros and cons and including impact on key stakeholders
* Discussion of the scientific principles or data supporting the possible policy position
* Your recommendation(s)
* Additional details may be included as appendices

See the class website for more information on crafting a briefing memo

Here are some possible issue ideas, but you are strongly encouraged to identify a problem of interest to you:

Chemical use policies and implications for workers or consumers

Nanotechnology and environmental or occupational health implications

Global supply chain issues and worker health and safety

Combustible dust explosions and worker health and safety

Coal fired power plants and community air quality

 Fish or shellfish farming and the effect on human and environmental health

### Assignment #2: Op-Ed Piece

Students will write an Op-Ed piece on their selected topic for a hard copy or ‘e’ news outlet. The Op-Ed piece should include a ‘call to action’ and cannot exceed 1,000 words. The Op-Ed piece is due April 30th.

Example: <http://seattletimes.nwsource.com/html/opinion/2014259704_guest18frumkin.html>

#### Assignment #3: **Environmental and occupational statute review**

Each student will select one environmental or occupational statute for exploration and summarization.

Things to include in the statute investigation and presentation are:

* the official title for the statute and CFR citation,
* the agency that is responsible for implementing the statute,
* a brief history of what lead to the statute, including stakeholders and their point of view,
* main elements of the statute,
* its strengths and weaknesses,
* important court decisions or other precedents have influenced its implementation
* current status or next steps for addressing the problems covered by the statue.

The title of the selected statute must be submitted by April 23th and the statute review will be presented and discussed in class on either May 14th or 16th. Hard copy handouts or digital links of the summary document(s) are much appreciated by class members.

#### Assignment #4: **Congressional Testimony**

Each student will prepare written (eight to ten pages) and oral (five to ten minutes) testimony for presentation at a mock Congressional hearing. Testimony will be based on an environmental or occupational health issue currently under consideration by federal or state policy makers.

Testimony should include a background of the problem or issue (including human health impacts), the scientific basis for your recommended policy position, and the desired Congressional action on the issue. Oral testimony will be given to selected members of the Committee, after which the student will respond to questions. Written testimony is to be submitted to Committee staff at least 24 hours before the hearing.

Example: see class website for David Michaels testimony at a 2007 Senate hearing

"politics is the art of the possible” Bismark

# GRADING

Course grading scale 0-4.0

Grade weighting:

Class participation: 20%

Written assignment #1: Briefing: 15%

Written assignment #2: Op-Ed column: 15%

Statute Review: 15%

Hearing oral testimony: 15%

Written Testimony: 20%

Grading criteria:

3.9 - 4.0 Superior performance in all aspects of the course with work exemplifying the highest quality.

3.5 - 3.8 Superior performance in most aspects of the course; high quality work in the remainder.

3.2 - 3.0 High quality performance in all or most aspects of the course.

2.9 – 2.8 Satisfactory performance in the course

<2.8 Substandard performance in most of the course

**Disability Notice**. If you would like to request academic accommodations due to a disability, please contact Disabled Services Offices, Suite 836, Condon Hall 1100 NE Campus Parkway; dso@u.washington.edu; Voice: 206-543-6450 or 206-543-6452 (TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for class.

**GUEST FACULTY**

Yoram Bauman, PhD

Economist, Instructor

Program on the Environment

Rob Duff, MS

Director, Environmental Assessment

Washington State Department of Ecology

Gary Franklin, MD

Medical Director

Washington Department of Labor and Industries

Randy Rabinowiz, JD

Labor Attorney

Washington DC

Barbara Silverstein, PhD, MPH

Director, SHARP Program

Washington Department of Labor and Industries

Carol Smith, investigative reporter

Investigate West

http://invw.org/

Sverre Vedal, PhD

Professor, DEOHS

Director, UW Clean Air Research Center

**COURSE SCHEDULE (revised March 28th)**

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | TOPIC | ACTIVITIES |  |
| March 26 | Introductions; course overview |  | Camp/Silverstein |
| March 28 | Framework for Public Policy  |  | Silverstein |
| April 2 | Criteria for balancing science, values, and political process |  | Silverstein |
| April 4 | OSHA | Briefing memo topic due | Camp |
| April 9 | NEPA |  | Camp |
| April 11 | Rulemaking as an Instrument of Public Policy: the regulatory process |  | Silverstein |
| April 16 | Role of the media in public policy | Briefing memo due | C Smith |
| April 18 | Research and Practice |  | B Silverstein |
| April 23 | Economics and Public Policy | Statue topic due | Y Bauman |
| April 25 | Discuss Briefing Memos |  | all |
| April 30 | Enforcement as an Instrument of Public Policy | Op Ed due | Silverstein |
| May 2 | Other Strategies for Addressing Worker Injury: Workers’ Compensation |  | G Franklin |
| May 7 | Environmental and Occupational Statutes Discussion | Statue Review Group 1 due | all |
| May 9 | Clean Air Act: implementation and future directions |  | S Vedal |
| May 14 | Environmental and Occupational Statutes Discussion | Statue Review Group 2 due | all |
| May 16 | Clean Water Act: implementation and future directions |  | R Duff |
| May 21 | Other Strategies for Addressing Injury & Illness: Tort Litigation  |  | R Rabinowitz |
| May 23 | Hearings | Testimony due | all |
| May 28 | Memorial Day – No School |  |  |
| May 30 | Hearings | Testimony due | all |

**March 28 Framework for Public Policy Michael Silverstein**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Review the scope and nature of occupational and environmental injury and illness and their effects on the human body
* Review the approaches to assessment and control of environmental and occupational contaminants
* Discuss the basic tools for developing and implementing public policy
* Identify the role of checks and balances in the political process
* Discuss how laws and regulations are developed
* Compare methods for setting policy, including criteria for choosing among policy options, and different types of policies

**Discussion Questions:**

What are some of the methods that might be used to make public policy decisions?

What are some of the avenues for public participation in public policy?

How would you use the USC, RCW, CFR and WAC to find laws and regulations?

**Recommended Reading:**

1. Levy, B et.al. (eds), Occupational and Environmental Health, 5th Edition, Lippincott Williams & Wilkins, 2006.
* Chapter 1, Occupational and environmental health: An overview, pp.3-20
* Chapter 2, The social context of occupational and environmental health, pp. 21-38
	1. Silverstein, M. and Watters, M, “Occupational and Environmental Health Regulations in Practice,” in Levy, B and Wegman, D, ed. Occupational and Environmental Health, Lippincott Williams and Wilkins, Philadelphia, 2005

**April 2 Criteria for balancing science, values, and political process Silverstein**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Discuss the role of laws and regulations in controlling health hazards
* Compare methods for setting policy, including criteria for choosing among policy options, and different types of policies
* Summarize the role of science in the courts, particularly the Daubert decision and the Data Quality Act
* Discuss policy as the relationship among science, values, social and economic structures, and politics
* Distinguish between specification and performance standards

**Discussion Questions:**

What are some of the methods that might be used to make public policy decisions?

How can public health scientists be effective participants in the process of making public policies?

Discuss the difference between “best available technology” and “cost-benefit balance” as criteria for rulemaking.

Discuss Bill Ruckelshaus’ observation that we must “resolve the dissonance between science and the creation of public policy.”

Do you agree or disagree that it is “a myth that we can somehow cleanly separate science from politics?”

**Recommended Reading:**

1. Silverstein, M, "Getting Home Safe and Sound: Occupational

Safety and Health Administration at 38," Am J Public Health, 2008 Mar; 98(3):416-23.

2. Lave, L, Eight frameworks for regulation, Chapter 2 in The Strategy of Social Regulation, Brookings Institute, 1981, pp 8-28

3. Thomas Birkland, Policies and Policy Types, Chapter 6 in An Introduction to the Policy Process – Theories, Concepts and Models of Public Policy Making, M.E. Sharpe Inc, 2005, pp138-156

4. <http://www.cpn.org/topics/environment/tacoma.html>

**April 4 Passage of the Occupational Safety & Health Act Janice Camp**

**Learning Objectives** (At the end of this session the student should be able to:**)**

## What state and federal job safety and health and environmental laws existed before 1970?

Discuss the events that led up to the passage of the Occupational Safety & Health Act

Identify the role interest groups played in passage of the OSHAct

Recognize the significant issues debated by Congress

List the major provisions in the OSHAct

## Discussion Questions:

## What state and federal job safety and health and environmental laws existed before 1970?

What were the major factors leading to passage of the NEPA

What were the positions of labor and industry about the need for federal legislation?

Which major issues were debated during passage of the Act?

What compromises were reached to assure the legislation would pass?

What agencies were created by this Act?

## Review this website: <http://www.lni.wa.gov/Safety/TrainTools/Online/Courses/courseinfo.asp?P_ID=206>

**Recommended Reading:**

1. Occupational Safety and Health Act (PL 91-596); <http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=OSHACT&p_id=2743>
2. MacLaury J. The Job Safety Law of 1970: Its Passage Was Perilous. Monthly Labor Review. March 1981< [**http://www.dol.gov/asp/programs/history/osha.htm**](http://www.dol.gov/asp/programs/history/osha.htm)>
3. <http://www.lasvegassun.com/news/2008/dec/04/life-and-death-issue-nations-workers/>
4. Page J & O’Brien M, Bitter Wages, Grossman Publishers, NY, 1973. Chapter 7 (A New Beginning) and Chapter 8 (The Battle for OSHA), pp 137-189.
5. McGarity T & Shapiro S, Workers at Risk, Praeger, Westport, CT, 1993. Chapter 3 (The Nixon/Ford Years: Inauspicious Beginnings), pp 33-46.
6. Rabinowitz R, Occupational Safety and Health Law, BNA Books, Washington, DC, 2002. Chapter 2 (Legislative History of the OSHAct of 1970), pp 27-49.

**April 9 National Environmental Policy Act Janice Camp**

**Learning Objectives** (At the end of this session the student should be able to:**)**

Discuss the events that led up to the passage of the National Environmental Policy Act

Identify the role interest groups played in passage of the Act

Recognize the significant issues debated by Congress

List the major provisions in the Act

## Discussion Questions:

## What state and federal job safety and health and environmental laws existed before 1970?

What were the major factors leading to passage of the NEPA

What were the positions of labor and industry about the need for federal legislation?

Which major issues were debated during passage of the Act?

What compromises were reached to assure the legislation would pass?

What agencies were created by this Act?

## Recommended Reading:

1. National Environmental Policy Act (PL 91-190): <http://www.usinfo.org/enus/government/branches/nepaeqia.htm>

**April 11 Rulemaking as an Instrument of Public Policy Michael Silverstein**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Describe how the Administrative Procedure Act works
* Outline the Supreme Court decision on benzene and discuss the definition of ‘significant risk’
* Outline the Supreme Court decision on cotton dust and discuss the definition of ‘economic feasibility’

**Discussion Questions:**

Why are so many of OSHA’s rules out of date?

What is the difference between “formal” and “informal” rulemaking?

**Recommended Reading:**

1. Levy et. al. Chapter 3, Ashford N & Caldart C., Government Regulation, pp 39-48, 65-69
2. Ashford and Caldart, Chapter 3 The OSHAct, pp 125-147; and Chapter 5 Economic Issues in Occupational Safety and Health, pp 229-243.
3. Silverstein, M, "Ergonomics and Regulatory Politics: The Washington State Case." Am J Ind Med. 50:391-401, 2006.

# April 16 The media and public policy Carol Smith

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Consider the interaction between journalists and policymakers in developing policies.
* Understand how the news media determine newsworthiness, frame the issues, and help set the public and policy agendas.
* Understand the importance of the “issue-attention cycle” to public health professionals.

**Recommended Reading:**

# ‘Life saving Drugs, Deadly Consequences’: <http://invw.org/chemo-workers>

# ‘InvestigateWest's reporting fuels two worker safety bills to be signed by governor Wednesday’: <http://invw.org/content/investigatewests-reporting-fuels-two-worker-safety-bills-to-be-signed-by-governor-wednesday>

Senate Bill 5594: <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=5594>

Handling Hazardous Drugs Rule: <http://www.lni.wa.gov/LawRule/WhatsNew/Proposed/default.asp?RuleID=175&RuleUpdateID=628>

**April 18 Research and Practice Barbara Silverstein**

**Learning Objectives** (At the end of this session the student should be able to:**)**

Discuss the relationship between scientific research and rulemaking

* Describe the relationship between statistics and public policy

Compare the difference between hazard evaluation and hypothesis testing

Explain approaches for setting occupational health intervention priorities

## Discussion Questions:

There are many occupational and environmental health issues that require research in order to develop appropriate prevention approaches. If you were an occupational/environmental health funding agency, how would you determine priorities for research?

Occupational and environmental health are areas of controversy and public policy decision-making. As a researcher in this arena, how do you maintain your credibility in the face of conflicting demands and information?

How can public health scientists be effective participants in the process of making public policies?

**Recommended reading:**

* + 1. Bonauto D, Silverstein B, Adams D, Foley M. 2006. Prioritizing industries for occupational injury and illness prevention and research, Washington state workers compensation claims, 1999-2003. J Occup Environ Med 2006;480-851.
		2. Summary of L&I task force report on lifting patients, residents and clients in health care: <http://lni.wa.gov/Safety/Research/Files/HealthCareExecSumm.pdf>
		3. SHARP website on health and safety in the collision repair industry: <http://lni.wa.gov/Safety/Research/Files/HealthCareExecSumm.pdf>
1. Rosenstock and Lee, Attacks on science: The risks to evidence based policy, Am J Public Health, 2002; 92 (1): 14-18.
2. Pielke, R, Forests, tornadoes, and abortion: Thinking about science, politics, and policy.  Chapter 9, pp143-152 in Bowersox and Arabas (ed), Forest futures: Science, policy and politics for the next century, Rowman and Littlefield, 2004.
3. Michaels, D, Doubt is their product, Scientific American, June 2005, 96-101.

**April 23 Economic and Public Policy Yoram Bauman**

**Learning Objectives** (At the end of this session the student should be able to:**)**

Describe of the role of cost-benefit analysis (CBA) in occupational health and safety regulation.

Discuss criticisms of the growing reliance upon CBA techniques.

## Discussion Questions:

The mission of OSHA is based on the principle that “workers have a right to a safe and healthy workplace.” Given this, what role could cost-benefit analysis play in the regulation of occupational hazards?

How should regulators approach the conversion of health benefits into monetary terms?

Is such a conversion always necessary?

How would a system of employer liability for negligence fare in comparison?

Is greater reliance on the experience rating of workers’ compensation premiums a promising alternative?

**Recommended reading:**

1. Ashford, NA and Caldart, CC Technology, Law and the Working Environment, Revised Edition; MIT, Chapter 5, pp. 244-258 and Chapter 3, pp 140-147 on the Cotton Dust Case.
2. Appelbaum, B “As U.S. Agencies Put More Value on a Life, Businesses Fret”, New York Times, February 17, 2011.
3. Viscusi, WK “How to value a life”, J Econ Finan (2008) 32:311**–**323.
4. Appelbaum, B “As US Agencies Put More Value on Life, Businesses Fret” NYT, February 16, 2011. <http://www.nytimes.com/2011/02/17/business/economy/17regulation.html?_r=1>

**April 30 Enforcement as an Instrument of Public Policy Michael Silverstein**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Outline different compliance strategies, including OSHA’s Maine 200 program
* Discuss enforcement authority in the context of constitutional rights of privacy: The Barlow case
* Outline the elements of an evaluation of the effectiveness of a regulation

**Discussion Questions:**

What are some differences between enforcement of occupational and environmental health rules?

Has strong enforcement of occupational and environmental health rules worked to reduce injuries and illnesses?

What are the employer’s rights and responsibilities during an inspection?

Is enforcement effective in reducing occupational injuries and illness?

**Recommended Reading:**

1. Levy et.al. Chapter 37 Silverstein M & Watters M, Regulations in Practice: Assessing and Enforcing Compliance with Health and Safety Regulations, pp 738-754
2. Baggs J, Silverstein B, Foley M. Workplace health and safety regulations: Impact of enforcement and consultation on workers' compensation claims rates in Washington State. Am J Ind Med. 2003 May; 43(5):483-94.
3. Shapiro S & Rabinowitz R. Punishment versus cooperation in regulatory enforcement: A case study of OSHA. 1997. Administrative Law Review, American University, 49(4): 713-762.

**May 2 Other Strategies for Addressing Injury & Illness: Workers’ Compensation**

 **Gary Franklin**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Describe the history of the workers’ compensation systems in the United States
* Discuss the primary objective of workers’ compensation
* Identify elements of the current workers’ compensation program in Washington
* Discuss the ‘more probably than not’ requirement of Workers’ Compensation
* Describe the determinants of long term disability related to work-related injury
* Identify the Board Industrial Insurance Appeals and describe its role
* Critique the workers’ compensation and its ability to achieve stated goals

## Discussion Questions:

Why did unions initially oppose workers’ compensation legislation?

How is workers’ compensation funded in Washington?

How does the state balance the need to contain workers’ compensation costs while providing necessary services to injured workers?

What are self-insured employers?

What workers are not covered by the state workers’ compensation program?

What contributes to the escalating costs of workers’ compensation programs?

Why has workers’ compensation not discouraged some work-related injury and illness litigation?

Should there be a return to the traditional tort system for remedy of work-related illness?

**Recommended reading:**

1. Timmons, J. S. An Overview of the Industrial Insurance Act in The Exclusive Remedy of the Washington State Industrial Insurance Act: Its Purpose, Scope, and Future.
2. Cheal, David. History and Development of Workers’ Compensation Laws in Washington, July 23, Memorandum, 1986.
3. <http://www.lasvegassun.com/news/2008/dec/03/adding-insult-injury/>

**May 7 & 14 Environmental Laws and Regulations Statute Discussion all**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Present a selection of environmental and occupational statutes for discussion
* Compare the history, elements, strengths, and weaknesses of key environmental and occupational health statutes
* Discuss court cases that have further clarified and defined environmental and occupational health statues.

## Discussion Activities:

Student will participate in a facilitated review of selected environmental or occupational laws. Students will distribute a copy of their statute briefing to their classmates. Discussion elements for each statute should includes the following:

* the official title for the statute and CFR citation,
* the agency that is responsible for implementing the statute,
* a brief history of what lead to the statute, including stakeholders and their point of view,
* main elements of the statute,
* its strengths and weaknesses,
* at least one court decisions or other precedents have influenced its implementation
* current status or next steps for addressing the problems covered by the statue.

**May 9**  **Environmental Laws and Regulations: Clean Air Act Sverre Vedal**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Review the effects of air-borne contaminants on the human body
* Discuss the history and main provisions of the Clean Air Act
* Discuss court cases relative to the Clean Air Act and how they changed the implementation of the law
* Review the social and economic impact of the Clean Air Act

**Recommended reading:**

* 1. The Clean Air Act (CWA); 42 U.S.C. §7401 et seq. (1970); <http://www.epa.gov/air/caa/>

**May 16**  **Environmental Laws and Regulations: Clean Water Act Rob Duff**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Review the effects of water-borne contaminants on the human body
* Review the hierarchy of controls for water-borne contaminants
* Discuss the history and main provisions of the Clean Water Act
* Discuss court cases relative to the Clean Water Act and how they changed the implementation of the law
* Review the social and economic impact of the Clean Water Act

**Recommended reading:**

* 1. The Clean Water Act (CWA); 33 U.S.C. s/s 1251 et seq. (1977); <http://www.epa.gov/compliance/civil/cwa/cwaenfstatreq.html#statute>

**May 21 Other Strategies for Addressing Injury & Illness: Tort Litigation Randy Rabinowiz**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Review the tort litigation process.
* Discuss remedies available to workers, communities, and others through the tort law system.
* Explain the role of scientists in litigation.
* Outline recent cases that influenced worker health and safety or environmental policies.

**Recommended reading:**

Ashford and Caldart. *Technology, Law, and the Working Environment, Revised Edition;* Chapter 9; pages 459-491.

**May 23 and May 30 Congressional Hearings Class**

**Learning Objectives** (At the end of this session the student should be able to:**)**

* Prepare written and oral testimony for presentation to congressional or legislative committee
* Formulate an argument in support of an issue to solicit a regulatory intervention

## Activities:

* Select a particular organization and person within that organization to role-play during the oral testimony.
* Prepare written (about 8-10 pages) and oral testimony advocating for (or against) the issue(s) that are the topic of the Congressional hearing (Specific issue(s) and Committee will be announced)
* Submit written testimony at least 24-hours before oral testimony.
* Present a 5-7 minute oral testimony at a mock Congressional hearing.
	+ Be prepared to answer questions about your issue and the perspective presented in your oral testimony.