# SW393T23 Advanced Policy Practice | Fall 2017

● **Instructors: Diana DiNitto and Douglas Smith**
● **Course Unique Number: 61700**
● **Meeting Time: Wednesday 2:30PM - 5:30PM**
● **Meeting Place: Room 2.130**

Course Description & Objectives

Teaching Methods & Readings

Course & University Policies

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Course Calendar & Evaluation

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## I. Course Description

Policy practice involves the design, analysis, implementation, and evaluation of social welfare by governmental and non-governmental entities. Building on the policy analysis skills that students learned in previous courses, the goal of this course is to provide advanced content in the theory and skills of policy practice in the context of professional social work values and ethics. The theoretical aspects of the course address power, decision-making, and social and economic justice. A wide range of practice skills will be covered, including policy development, comparative policy analysis, policy research, and strategies of political participation (e.g., advocacy, negotiation, coalition building, lobbying, campaigning, and community organizing). Students will also learn other skills relevant to policy practice, including public speaking, media management, testifying, serving as an expert witness, the use of technology, and report writing. Prerequisites for students taking this course are SW382R: Social Policy Analysis and Social Problems and SW392R: Topics in Policy Analysis or permission of the instructor.

## II. Course Objectives

Students are expected to build their capacity to:

1. Explain and apply major theories underlying the professional social work approach to policy practice at local, state, and national levels (legislative, executive, and judicial) and to compare them to approaches in related fields (such as public affairs and urban planning).

2. Engage in policy practice tasks across the main stages of policy development (problem definition, agenda setting, implementation, service delivery, and evaluation) in governmental and non- governmental settings with the goal of promoting social and economic justice.

3. Select practice strategies and demonstrate skills appropriate to specific policy issues, taking into account the interests of a varied range of stakeholders.

4. Utilize conceptual frameworks for policy development, drawing on the most recent evidence- and research-based findings on effective interventions.

5. Utilize technology to enhance policy practice.

6. Integrate social action approaches in policy practice to ensure the involvement of traditionally underrepresented and other vulnerable populations.

7. Identify the global impacts of policy practice in order to promote social and economic justice for world populations.

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## III. Teaching Methods

The primary teaching/learning approaches will be: (a) in-class presentations by instructors, students, and guest speakers; class discussions; and class exercises; (b) experiential learning, i.e., involvement in a class project to gain first-hand experience of policy practice methods and developing policy products; (c) assignments designed to link theory and practice and enhance policy practice skills. Class sessions will be devoted to: (a) discussing major theories or models of the policy process, their relationship to real world policy practice, and their relevance for social workers; (b) learning policy practice skills; and (c) discussing students' experiential learning and the relationship of these experiences to the course material.

## IV. Required Readings

**Required**

    Libby, P. (2012). *The lobbying strategy handbook: 10 steps to advancing any cause effectively*. Thousand Oaks, CA: SAGE Publications.

    Additional required readings are listed on the course calendar. Unless otherwise noted, they are available at the UT Libraries website.

**Recommended**

    Sabatier, P. A., & Weible, C. M. (Eds.). (2014). Theories of the policy process (3rd ed.). Boulder CO: Westview Press.

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**A. Policies Specific to This Course**

**Professional conduct**: Your attendance, attention, and participation are expected for all class sessions. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from text messaging and other non-class activities. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while working with individuals, agencies, organizations, and other entities on assignments for this course.

**Attendance**: Arriving late and/or leaving early are considered class absences. **Ten points** will be deducted from the final course grade for the first class absence not due to illness, an (unforeseen) emergency, or observance of a religious holiday (attending weddings and family reunions or work conflicts are generally not cause for an excused absence). Generally, missing two or more classes will result in an F for the course or the need to withdraw from the course regardless of circumstances. **Appendix C contains the self-report attendance sheet that each student will submit with his or her final course assignments at the end of the semester.**

**Submitting assignments**:
- All papers should be typed, usually in 12-point font; single- or double-spaced, depending on the assignment; and with reasonable margins; or presented in another format appropriate to the assignment (e.g., a PowerPoint presentation, infographic).
- Assignment due dates are noted in the course calendar. **All assignments should be posted on the course Canvas website and also submitted in hard copy at the start of the class period.** Except in the case of serious illness or emergency, the problem-solving analysis papers described below may not be submitted late, i.e., if late, the grade is zero. Policy practice project assignments, also described below, submitted after the start of class will also be considered late for that day unless **prior** arrangements have been made with the instructor for good reason or in the case of serious illness or emergency. **Five points will be deducted for each day a policy practice assignment is late (this includes the day the assignment is due and weekend days).**
- The current edition of the *Publication Manual of the American Psychological Association* (APA) is the style manual to be used unless another referencing style is more appropriate for the assignment (for example, a numbering system may be more appropriate for some types of policy documents such as policy briefs, fact sheets, or talking points).
- Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due to credit to others will result in a **"0" for the assignment and/or an "F" for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such (see next item). If you do not know how to cite appropriately, please learn how to do so before you submit assignments**.

**Scholastic Dishonesty**: Scholastic dishonesty may result in a report to the MSSW Program Director, the Dean of the School of Social Work, the Dean of the Graduate School, and/or Student Judicial Services. Students may receive an "F" for the course and other sanctions in accordance with University policies, including dismissal from the University. Also see information on UT's policy on scholastic dishonesty at http://deanofstudents.utexas.edu/sjs/.

**Course modifications**: Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.

**Canvas**: The Canvas website will be used for some class functions, and some course communication will also be done via e-mail through the Canvas site. Also see UT's policy on email below in section B.

## B. University Policies

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material

could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: http://deanofstudents.utexas.edu/sjs/.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: http://diversity.utexas.edu/disability/.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING**. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf**.**

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY**. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality

could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

**SAFETY.**  As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).**  If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
    Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
    If you require assistance to evacuate, inform the professor in writing during the first week of class.
    In the event of an evacuation, follow the professor's instructions.
    Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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Course assignments focus on developing policy practice skills necessary to become a *policy entrepreneur* and require consideration of how theories of the policy process may be used to inform policy practice.

## A. Group Policy Practice Project

According to Kurt Lewin, a pioneer of modern social psychology, "If you want truly to understand something, try to change it." The Policy Practice Project includes a series of actions performed in collaboration with peers and potentially with policy-oriented organizations and a series of products that support this work. The objective is to learn to become an effective change agent by applying principles derived from various theories of the policy process and policy change and from the day-to-day world of politics in order to promote policies that you believe will result in a more just society. The project is designed to include research on policy problem identification and solutions and to promote change using skills developed during the course. Among the competencies or skills that will be learned are professional writing and oral communication skills for policy practice, framing issues for various audiences, and identifying or creating windows of opportunity to promote change. Class projects are intended to help students understand how the ambiguity of the policy environment often trivializes the importance of research, and students will learn to work within this uncertain environment with new skills to overcome ambiguity and build urgency for change. **The parts of the project will be graded as a whole and are worth 55% of the final course grade** (see Appendix A for the grading rubric for the project)

To complete the Policy Practice Project, develop and submit the following (each product will be returned to you with feedback and should be revised accordingly):

1. **By week 4 (Sept. 20)**: A one-paragraph problem statement backed by facts and citations.
2. **By week 5 (Sept. 27)**: A 1- to 2-page fact sheet that includes a policy solution to the problem and communicates urgency. Bullet each point. Each point and the solution should be empirically supported with a source/s cited for each.
3. **By week 6 (Oct. 4)**: A 4-5 page summary of interviews with members of 2 to 3 groups that endorse the group's solution and 2-3 groups that oppose it or have alternative views:
   a. Identify the groups and individuals that support your group's solution. Why do they support it, what core and policy beliefs do they share, and what are their perspectives on how solutions should be implemented, funded, etc.?
   b. Identify the groups and individuals who oppose your group's solution. Why do their views differ from yours; what are their shared core and policy beliefs? Do they prefer to see the status quo maintained or do they want to see the problem addressed in another way?
4. **By week 7 (Oct. 11)**: Two (or more) written products that brand the issue by defining your proposed solution in a way that appeals to the policy beliefs and secondary beliefs of those who can directly advance the solution or influence decision makers. Products should be a tightly written 3 to 5-page policy brief (not including references) and either an accompanying infographic, op-ed, or four blog-type posts.
5. **By week 10 (Nov. 1)**: A 2- to 3-page summary of meetings with elected officials and/or other actions to influence elected leaders that have been previously discussed with course instructors.
6. **By week 11 (Nov. 8)**: Now it is time to weave together your problem statement, fact sheets, and branding materials (each revised as needed) and summaries of support/opposition and meetings with elected officials to produce a new call that influences others to take action. Impactful products may include the following, but **see the course instructors regarding plans and preparation**:
   a. A web-based information page with facts, stories, and/or a video interview or podcast, links to grassroots organizing groups, and specific instructions on how to contact elected officials or other ways to get involved;
   b. An organized action, e.g., scheduling visits with elected officials for others and prepping them with fact sheets and role playing or an awareness event in collaboration with a group/organization with which you are working to get others involved along with advertising to accompany the event (e.g., through Facebook or other medium);

    c. Other creative means of getting people involved.
7. **Week 12 (Nov. 15)**: A 20-minute in-class group presentation on what the group did, learned, and accomplished.
8. **Week 15 (Dec. 6)**: A 20-minute presentation to be made at the Texas State Capitol designed to motivate audience members to support or take action on your proposed solution. Your group should plan on getting five people to attend (legislators and/or their aides, members of advocacy groups, faculty, students, or others). Submit all final group project work (each revised product) and a one-page statement of the group's accomplishments; in addition, submit a one-paragraph statement of your efforts on the group project and the project grade you think you deserve based on the quality and quantity of your contributions, which may be considered in assigning each student's final project grade.

## B. Problem-solving Analysis Papers

Kurt Lewin also wrote, "There is nothing so practical as a good theory." During the semester, each student will write a 3-page double-spaced paper on how each of the three following theories/frameworks can be used to solve policy problems. **Each paper is work 15% of the final grade (**see Appendix B for the grading rubric for these papers**).**

1. *Multiple streams theory* suggests that a policy problem, a policy solution, and the political environment must align in order for new or modified policies to emerge. Your paper should identify each of the three streams regarding the policy solution you wish to achieve. Include in your analysis what you think must happen in the policy environment before change can occur and how you and other policy entrepreneurs might be able to "couple" the three streams in order to promote change. **Due Week 4, Sept. 20.**

2. The *advocacy coalition framework* focuses on shared beliefs that bring people together to tackle "wicked" policy problems through policy subsystems. In addition, while change from endogenous and exogenous shocks is likely necessary for change to occur, it often takes policy entrepreneurs (experts/specialists) to promote interest and interpret and translate the shock so that others can grasp the policy problem and solutions to it. This requires appealing to people's beliefs, especially beliefs that can be changed. In this paper, describe the policy subsystems that dominant the policy area on which you are focusing; identify their deep core, core, and secondary beliefs and discuss which may be possible to change, in what ways, and how you as a policy entrepreneur might be able to change these beliefs. **Due Week 6, Oct. 4.**

3. *Punctuated equilibrium theory* focuses on stability followed by abrupt changes. Small changes in the environment may mount until a tipping point occurs or crises may require new policy responses. Policy entrepreneurs can foster such shifts by leading by example, i.e., getting things moving on a smaller scale to provide impetus for action at a broader level, or they can take advantage of crises or events that can lead to innovative policy approaches. In this paper, describe the stability or change in the policy environment with regard to the policy problem you are addressing and how you as a policy entrepreneur might facilitate change in the policy environment. (Hints: How can you frame the issue to foster change? What steps would it take to do so? What groups might you need to bring together and on what shared value bases might you do so?). **Due Week 9, Oct. 25.**

## C. Grading scale

Grades for the Policy Practice Project, the Problem-solving Analysis Papers, and the final course grade will be based on the following scale:

| | |
|---|---|
| 94.0–100=A | 74.0-76.999=C |
| 90.0-93.999=A- | 70.0-73.999=C- |
| 87.0-89.999=B+ | 67.0-69.999=D+ |

| | |
|---|---|
| 84.0-86.999=B | 64.0-66.999=D |
| 80.0-83.999=B- | 60.0-63.999=D- |
| 77.0-79.999=C+ | 59.999 & below=F |

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| Week | Topics | Readings | Assignments Due |
|---|---|---|---|
| Week 1 Aug. 30 | Introductions and course overview<br><br>What policy practice is and what policy practitioners do<br><br>Class exercise: Articulating your passion for policy<br><br>Ideas for policy practice projects:<br>Doug Smith<br>Will Francis, Government Relations Director, NASW Texas (3:30)<br>Students' ideas<br><br>Politics and rationalism in social welfare policy<br><br>In search of evidence about policy processes and policy practice | Libby, Introduction; Chap. 1, Lobbying and advocacy: What does it mean, and why should you do it?; Chap. 5, Ten common elements of successful advocacy campaigns: Steps 1 to 3, pp. 103-105<br><br>Ritter, A., & Bammer, G. (2010). Models of policy-making and their relevance for drug research. *Drug and Alcohol Review 29*(4), 352-357.<br><br>Breton, E., & De Leeuw, E. (2010). Theories of the policy process in health promotion research: A review. *Health Promotion International, 26*(1), 82-90. | |
| Week 2 Sept. 6 | Developing policy practice assignments<br><br>Libby's ten steps for advocacy<br><br>How a bill really becomes (or doesn't become) a law or how sausage gets made: Clip from Paul Stekler's film "Vote for Me: Politics in America" http://www.youtube.com/watch?v=YLgeX8qVwNU<br><br>Special school event (4:00-5:00)<br><br>Becoming a policy entrepreneur Guest speaker: Jason Sabo, Frontera Strategy (4:15-5:15) | Libby, Chap. 2, The rules of engagement by E. Heagy; Chap. 5, Ten common elements of successful advocacy campaigns: Steps 1 to 3, pp. 105-125; Chap. 8, The ten steps in action: A case study of the strategy and process by L. Libby & M. Carasiti; Chap. 9, REACH the final steps! by M. Carasiti<br><br>Mintrom, M., & Phillipa, N. (2009). Policy entrepreneurship and policy change. *The Policy Studies Journal, 37*(4), 649-667. | |

| Week | Topics | Readings | Assignments Due |
|------|--------|----------|-----------------|
| Week 3<br>Sept. 13 | Theories: Multiple streams and narrative policy frameworks<br><br>Stages of the policy process (problem definition, policy formulation, etc.): The federal government's poverty definition as an example<br><br>Class exercise: How to write a good policy problem statement and develop fact sheets (making evidence work) | Libby, Chap. 4, Making law: Confessions of an erstwhile legislator by H. Wayne<br><br>Cairney, P. Policy concepts in 1,000 words: Multiple streams analysis. Available at https://paulcairney.wordpress.com/2013/10/31/policy-concepts-in-1000-words-multiple-streams-analysis/ Also listen to the related podcast.<br><br>Cairney, P. Three habits of successful policy entrepreneurs. Available at https://paulcairney.files.wordpress.com/2017/06/cairney-pp-practical-lessons-policy-entrepreneurs-revised-5-june-17.pdf<br><br>Cairney, P. Review of Parkhurst, J. (2017). *The politics of evidence:* New York: Routledge (an open access publication).<br><br>Reich, R. (2011, August 8). Slouching toward a double dip for no good reason Available at http://robertreich.org/post/8644148810<br><br>Jeon, Y., & Haider-Markel, D. P. (2001). Tracing issue definition and policy change: An analysis of disability issue image and policy response. *Policy Studies Journal, 29*(2), 215-231.<br><br>**ONE (OR MORE) OF THE FOLLOWING FOUR ARTICLES:**<br>Kubiak, S. P., Sobeck, J., & Rose, I. (2005). "It's not a gap, it's a gulf": An analysis of barriers to integrated treatment for those with co-occurring disorders using Kingdon's multiple streams framework. *Best Practices in Mental Health: An International Journal*, *1*(2), 19-33.<br><br>Culp-Roche, A., & Adegboyega, A. (2016). Analysis of Kentucky's law protecting the rights of schoolchildren with Type 1 diabetes mellitus: Application of Kingdon's Policy Streams model. *Policy, Politics, and Nursing Practice,17*(1), 5-14.<br><br>McMillin, S. E. (2014). Healthy families and gay rights: A multiple streams analysis of civil union legislation in Illinois. *Families in Society: The Journal of Contemporary Social Services, 95*(4)*,* 277-284.<br><br>Zaun, N., Roos, C., & Gülzau, F. (2016). Circumventing deadlock through venue shopping: Why there is more than just talk in US immigration politics in times of economic crisis. *Journal of Ethnic and Migration Studies, 42*(10), 1590-1609. | |

| Week | Topics | Readings | Assignments Due |
|---|---|---|---|
| Week 4 Sept. 20 | More on policy skills<br><br>Skills: Writing policy briefs and white papers (the language of love and politics): How to frame and reframe issues using healthcare reform and other examples<br><br>Class exercise: Framing your group's policy problem and solutions<br><br>Theory: Advocacy coalition framework | Libby, Chap. 6, Ten common elements of successful advocacy campaigns: Steps 4 to 7<br><br>Community Tool Box, Work Group for Community Health and Development, University of Kansas: http://ctb.ku.edu/en/tablecontents/index.aspx especially Chap. 30, Principles of Advocacy<br><br>Ryan, C., & Gamson, W. (2006, Winter). The art of reframing political debates. *Contexts.* Available at http://journals.sagepub.com/doi/pdf/10.1525/ctx.2006.5.1.13<br><br>Peruse website of Frameworks Institute, including specific topics of interest: http://www.frameworksinstitute.org | **Problem statement due**<br><br>**Multiple streams paper due** |
| Week 5 Sept. 27 | Theory: Advocacy coalition framework (cont.)<br><br>Skill: Building and maintaining coalitions and advancing policy solutions with unlikely allies (without losing your soul) or listening to progressives, moderates, and conservatives in the quest for policy solutions Panel with Doug Smith, Cate Graziani, Grassroots Leadership, and Derek Cohen, Texas Public Policy Foundation<br><br>Group meetings | **ONE (OR BOTH) OF THE FOLLOWING TWO ARTICLES:**<br>Brecher, C., Brazill, C., Weitzman, B. C., & Silver, D. (2010). Understanding the political context of "new" policy issues: The use of the Advocacy Coalition Framework in the case of expanded after-school programs. *Journal of Public Administration Research and Theory, 20(2), 335-355.*<br>**AND/OR**<br>Steinman, L. E., Bradford, V., Quinn, E., Otten, J. J., McNamara, J., Fisher, K., & Johnson, D. B. (2017). Examining the Washington State breastfeeding-friendly policy development process using the Advocacy Coalition Framework. *Maternal and Child Health Journal, 21,* 659-669.<br><br>Cairney, P. Policy concepts in 1,000 words: Advocacy Coalition Framework. Available at https://paulcairney.wordpress.com/2013/10/30/policy-concepts-in-1000-words-the-advocacy-coalition-framework/<br>Also listen to the related podcast.<br><br>Community Tool Box, Work Group for Community Health and Development, University of Kansas: http://ctb.ku.edu/en/tablecontents/index.aspx, Chap. 5, Choosing strategies to promote community health and development, especially Sections 5 and 6 on coalition building | **1- to 2-page fact sheet due** |

| Week | Topics | Readings | Assignments Due |
|------|--------|----------|-----------------|
| Week 6 Oct. 4 | Theory: Innovation and diffusion<br><br>Skills:<br>  Writing letters to the editor and editorials<br>  Using the media for advocacy<br>    Guest speaker: Matt Glazer, Austin Young Chamber of Commerce (2:30)<br>  Evaluating policy, evaluating evaluations of policy, and evaluating policy change efforts<br><br>  Brief project overviews | Libby, Chap. 7, Ten common elements of successful advocacy campaigns: Steps 8 to 10; Chapter 11, Fighting for justice in cyberspace: The role of technology in advocacy by J. McNutt<br><br>Dearing, J. W. (2009). Applying diffusion of innovation theory to intervention development. *Research on Social Work Practice, 19*(5), 503-518.<br><br>Coffman, J. (2009, October). Overview of current advocacy evaluation practice. Washington, DC: Center for Evaluation Innovation. Available at: http://www.evaluationinnovation.org/sites/default/files/Coffman%20Brief%201.pdf<br><br>Peruse McNutt, J. G. (2009). Electronic advocacy. http://policymagic.org/<br><br>The Community Tool Box: http://ctb.ku.edu/en/tablecontents/index.aspx Chapter 6, Promoting interest in community issues; Chapter 33, Conducting a direct action campaign; Chapter 34, Media Advocacy; Chapter 35, Responding to Counterattacks | **Summary of interviews due**<br><br>**Advocacy Coalition paper due** |
| Week 7 Oct. 11 | Group meetings, meetings with course instructors, and experiential learning | Readings specific to your class project<br><br>Urban Institute (2017) A Matter of Time: The Causes and Consequences of Rising Time Served in America's Prisons http://apps.urban.org/features/long-prison-terms/intro.html. (How does the interface with this report do more than merely present facts?)<br><br>Close Rikers Build Communities. http://www.closerikers.org/ (What is the first interaction with this website? How is this site different from other advocacy websites?)<br><br>Upleaf (2016). Why Advocacy Campaigns are Strategic https://upleaf.com/nonprofit-resources/campaigns/why-advocacy-campaigns-are-strategic (Check out links and tools for a host of ideas on how to transform your academic project into a tool to galvanize others to act). | **Two or more products that brand the issue due** |

| Week | Topics | Readings | Assignments Due |
|---|---|---|---|
| Week 8 Oct. 18 | Theory: Punctuated Equilibrium Theory (PET)<br><br>Effective advocacy in the Texas legislature<br><br>Skills:<br>Visiting legislators and other elected officials<br>Testifying before legislatures and other policymaking bodies<br>Running for office<br><br>Guest speaker: Elected official TBA | Libby, Chap. 10, The 10 steps strike again! Breaking the tire cycle: A campaign with international impact by B. McCue<br><br>Ohio Municipal League. Tips for testifying, Helpful hints to make your committee experience flawless: http://www.omlohio.org/Publications/tipsfortestifying.pdf<br><br>Oregon Legislature. How to testify to a legislative committee: https://www.oregonlegislature.gov/committees/Pages/How-To-Testify.aspx<br><br>Utah State Legislature. How to testify in a committee: http://le.utah.gov/documents/aboutthelegislature/TestifyingbeforeaLegislativeCommittee.htm<br><br>Cairney, P. Policy concepts in 1,000 words: Punctuated Equilibrium theory. Available at https://paulcairney.wordpress.com/2013/10/29/policy-concepts-in-1000-words-punctuated-equilibrium-theory/<br>Also listen to the related podcast.<br><br>**ONE (OR MORE) OF THE FOLLOWING THREE ARTICLES:**<br>Beard, V. (2013). A theoretical understanding of housing and homelessness: Federal homelessness and housing policy through the lenses of punctuated equilibrium theory and advocacy coalition frameworks. *Poverty and Public Policy, 5*(1), 67-87.<br><br>Dziengel, L. (2010). Advocacy coalitions and punctuated equilibrium in the same-sex marriage debate: Learning from pro-LGBT policy changes in Minneapolis and Minnesota. *Journal of Gay and Lesbian Social Services, 22*(1&2), 165-182.<br><br>Katikireddi, S. R., Hilton, S., Bonell, C., & Bond, L. (2014). Understanding the development of minimum unit pricing of alcohol in Scotland: A qualitative study of the policy process. *PLOS ONE, 9*(3). | |
| Week 9 Oct. 25 | Group meetings, meetings with course instructors, and experiential learning | Readings specific to your policy project | **Punctuated equilibrium paper due** |

| Week | Topics | Readings | Assignments Due |
|---|---|---|---|
| Week 10 Nov. 1 | Theories: Social construction and policy feedback<br><br>Class exercise: Using social construction, policy feedback, and other theories to change policy images<br><br>Skills: Demonstrations, boycotts, radical action, and grassroots advocacy<br><br>Guest speakers: Representatives from ADAPT | Mettler, S. (2002). Bringing the state back into civic engagement: Policy feedback effects of the G.I. Bill for the World War II veterans. *American Political Science Review, 96*(2), 351-365.<br><br>Shaw, R. (2001). *The activist's handbook: A primer for the 1990s and beyond.* Berkeley and Los Angeles: University of California Press. Available electronically at UT Libraries Web site (Catalog). Read at least one chapter of your choice.<br><br>**ONE (OR BOTH) OF THE FOLLOWING ARTICLES:**<br>Jacobs, K., Kemeny, J., & Manzi, T. (2003). Power, discursive space, and institutional practices in the construction of housing problems. *Housing Studies, 18*(4), 429-446.<br><br>Valcore, J. L., & Dodge, M. (2016, June 20). How hate crime legislation shapes gay and lesbian target groups: An analysis of social construction, law, and policy. *Criminal Justice Policy Review.* | **Summary of meetings with elected officials and/or other efforts to influence them due** |
| Week 11 Nov. 8 | Skill: Developing a professional portfolio and careers in policy practice:<br>  Guest speakers:<br>    Jennifer Luna-Jackson, Director, Social Work Career Center<br>    Rachel Gandy, Hogg Mental Health Policy Fellow for Disability Rights<br><br>Group meetings on project work and consultation with course instructors | Use this time to do any additional reading necessary for your course project. | **Products that weave together your work due** |
| Week 12 Nov. 15 | Class exercise: Comparing and synthesizing theories for social work policy practice<br><br>In-class project presentations | Libby, Chapter 12, So now you have a law: what do you do with it? | **In class project presentations** |
| Week 13 Nov. 22 | Thanksgiving holiday | Have a safe and pleasant holiday | |
| Week 14 Nov. 29 | Preparing for presentations at the Texas State Capitol and group meetings to finalize project work | | |

| Week | Topics | Readings | Assignments Due |
|------|--------|----------|-----------------|
| Week 15 Dec. 6 | Presenting your project at the Texas State Capitol<br><br>Thanks to those who have helped us<br><br>Course instructor survey | . | **Group project presentations at the Texas State Capitol** |

## VIII. Course Evaluation

In addition to the official Course Instructor Survey that all students will be asked to complete at the end of the term, the instructor will request feedback from students at various points during the term. Students' input is also welcome at other times during the term to improve the course.

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## IX. Additional Reading

Additional readings will be posted in a separate document at the course Canvas website.

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**Appendix A:** Grading Rubric for Group Policy Practice Project

| Criteria | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| Clearly defined problem substantiated with research | Demonstrates exceptional ability to define the problem in a way others can understand and is backed by the latest empirically validated evidence<br><br>94-100 points | Demonstrates sufficient/adequate ability to define the problem in a way others can understand and is backed by the latest empirically validated evidence<br><br>84-93 points | Demonstrates some but insufficient ability to define the problem in a way others can understand and is backed by the latest empirically validated evidence<br><br>74-83 points | Demonstrate little to no ability to define the problem in a way others can understand and is backed by the latest empirically validated evidence<br><br>0-73 points |
| Application of theories of the policy process, (e.g., demonstrates urgency and need to take action, appeals to values) | Application of theories is excellent with regard to aspects such as demonstrating urgency and appeals to values<br><br>94-100 | Application of theories is sufficient/adequate with regard to aspects such as demonstrating urgency and appeals to values<br><br>84-93 | Application of theories is partially sufficient with regard to aspects such as demonstrating urgency and appeals to values<br><br>74-83 | Application of theories is insufficient with regard to aspects such as demonstrating urgency and appeals to values<br><br>0-73 |
| Viable and creative strategies for addressing the policy problem and promoting justice | Strategies for addressing the policy problem are excellent in terms of viability, creativity, and promoting justice<br><br>94-100 points | Strategies for addressing the policy problem are sufficient/ adequate in terms of viability, creativity, and promoting justice<br><br>84-93 points | Strategies for addressing the policy problem present some but not sufficient ideas in terms of viability, creativity, and promoting justice<br><br>74-83 points | Strategies for addressing the policy problem are not sufficient in terms of viability, creativity, and promoting justice<br><br>0-73 points |
| Professional writing skills (clarity, organization, grammar, punctuation, referencing) | Writing skills are excellent with regard to expressing ideas, grammar, punctuation, and referencing<br><br>94-100 points | Writing skills are sufficient/adequate with regard to expressing ideas, grammar, punctuation, and referencing<br><br>84-93 points | Writing skills are fair with regard to expressing ideas, grammar, punctuation, and referencing<br><br>74-83 points | Writing skills are poor with regard to expressing ideas, grammar, punctuation, and referencing<br><br>0-73 points |

Points for each of the four criterion will be averaged to obtain a grade for the assignment.

**Appendix B**: Grading Rubric for Problem-solving Analysis Papers

| Criteria | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| Knowledge of the theory/framework | Demonstrates exceptional knowledge and understanding of the principles and practices outlined in the theory/framework<br><br>94-100 points | Demonstrates sufficient/adequate knowledge and understanding of the principles and practices outlined in theory/framework<br><br>84-93 points | Demonstrates some but insufficient knowledge and understanding of the principles and practices outlined in theory/framework<br><br>74-83 points | Demonstrate little to no knowledge and understanding of the principles and practices outlined in theory/framework<br><br>0-73 points |
| Viable and creative strategies for addressing the policy problem that promote social justice | Strategies for addressing the policy problem and promoting justice are excellent in ideas presented and their connection to the theory/ framework<br><br>94-100 points | Strategies for addressing the policy problem and promoting justice are sufficient/ adequate in ideas presented and their connection to the theory/framework<br><br>84-93 points | Strategies for addressing the policy problem and promoting justice offer some but not sufficient ideas and connections to the theory/ framework<br><br>74-83 points | Strategies for addressing the policy problem and promoting justice are not sufficient in ideas presented and their connection to the theory/framework<br><br>0-73 points |
| Professional writing skills (clarity, organization, grammar, punctuation, referencing) | Writing skills are excellent with regard to expressing ideas, grammar, punctuation, and referencing<br><br>94-100 points | Writing skills are sufficient/adequate with regard to expressing ideas, grammar, punctuation, and referencing<br><br>84-93 points | Writing skills are fair with regard to expressing ideas, grammar, punctuation, and referencing<br><br>74-83 points | Writing skills are poor with regard to expressing ideas, grammar, punctuation, and referencing<br><br>0-73 points |

Points for each of the three criterion will be averaged to obtain a grade for the assignment.

**Appendix C: Attendance Report**

**Name:** _____

The definition of attended a class session is that you were present for the entire session (neither arrived late nor left early). Unless you are ill, have an (unforeseen) emergency, or are excused to observe a religious holiday, the first absence results in 10 points subtracted from your final grade. Generally, missing two or more classes will result in an F for the course or the need to withdraw from the course depending on circumstances.

| Week | Date | Attended (circle yes or no) | If no, indicate reason if you wish. |
|------|------|------------------------------|--------------------------------------|
| 1 | Aug. 30 | Yes        No | |
| 2 | Sept. 6 | Yes        No | |
| 3 | Sept. 13 | Yes        No | |
| 4 | Sept. 20 | Yes        No | |
| 5 | Sept. 27 | Yes        No | |
| 6 | Oct. 4 | Yes        No | |
| 7 | Oct. 11 | Yes        No | (Group work and consultation meetings) |
| 8 | Oct. 18 | Yes        No | |
| 9 | Oct. 25 | Yes        No | (Group work and consultation meetings) |
| 10 | Nov. 1 | Yes        No | |
| 11 | Nov. 8 | Yes        No | |
| 12 | Nov. 15 | Yes        No | |
| 13 | Nov. 22 | Thanksgiving holiday | NO CLASS |
| 14 | Nov. 29 | Yes        No | |
| 15 | Dec. 6 | Yes        No | |

The above is a true reporting of my class attendance.

_____

Signature

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## XI. Contact Information

● **Instructor:**     Diana DiNitto

● **Office Number:**   SSW 3.130B

● **Office Phone:**    512-471-9227

● **E mail:**        ddinitto@mail.utexas.edu

● **Office Hours:**    W 11:30-12:30, 5:15-5:45; TH 1:15-2:15; & by appt.

● **Instructor:**     Douglas Smith

● **Office Number:**   SSW 3.104

● **Office Phone:**    512-960-0534

● **E mail:**        dsmith@texascjc.org

● **Office Hours:**    W 1:30-2:30; & by appt. (by phone or in person, on or off campus)

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