

LEADERSHIP STRATEGIES AND POLICY PRACTICE
SW 393-T23
THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

UNIQUE NUMBER: 60825
SEMESTER: FALL 2015
MEETING TIME: WED 2:30-5:30 P.M.
CLASSROOM: SSW 2.130

INSTRUCTOR: ROSALIE AMBROSINO
OFFICE LOCATION: SSW 3.104A
OFFICE HOURS: WED 1-2, TH 3-5 AND BY
APPOINTMENT
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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.

III. TEACHING METHODS

Three primary teaching/learning approaches will be used. One is presentations and discussion by the instructor, students, and guest speakers. The second is experiential learning, i.e., each student will be involved with individuals and/or groups or use other methods to gain first-hand experience in policy practice. The third is 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 about critical policy practice skills, and (c) discussing students' experiential learning and the relationship of these experiences to the course material.

IV. REQUIRED READINGS

Textbooks

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

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

Additional Readings

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

V. COURSE REQUIREMENTS

Course assignments focus on developing policy practice skills and require consideration of how theories of the policy process may be used to inform policy practice. The policy practice assignments are designed to comprise a portfolio that may be used as evidence of your work and abilities as you apply for your advanced field placement or a professional position upon graduation. Your grade for this course will be based on the following requirements (further guidance for class participation and completion of assignments is included in the syllabus appendix):

1. **Student Participation** – 10% of course grade

Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them; and “being present” and involved in experiential activities and discussions.

2. **Policy Practice Project** - 70% of course grade

This assignment will involve creating an exemplary policy project that focuses on a social policy issue of significance to one or more target groups. Students may work individually, in pairs, or in groups to complete this assignment. If working in a group, each group will work collaboratively to choose the specific policy issue and target group(s) that will be the focus of its policy practice project. Consistent with principles of adult learning, you will have a lot of leeway to develop a policy practice project that fits with your interests and enhances your knowledge and skills. Policy projects can include developing or assisting an already existing organization in creating a policy advocacy campaign to increase public awareness about an issue; working to introduce a new policy or modify or eliminate an existing policy at the local, state, or federal level; or working as a team member of a political campaign.. (Note that this course focuses on policy, so the focus should not be on program design, implementation, or evaluation.).

Once you have identified an area of interest and have done some research about policy issues and how they might best be addressed, you will develop a policy project plan that will be submitted to the course instructor, delineating what you will do and what products you will develop as part of your policy practice project. Projects must include the following (further guidelines for each part of this assignment are in the syllabus appendix: 1) either a policy

brief or a white paper about your issue; 2) a plan showing how you would carry out your project if implemented to achieve short-term and long-term goals; 3) identification of and engagement with relevant stakeholders; 4) a brand/logo and tag line for your project and appropriate public awareness and social media projects; and 5) opinion pieces and talking points to publicize your project and generate support. You can also draft a specific bill, develop a documentary on your policy issue, or organize a public awareness event or hearing on your issue.

Although you do not need to actually implement your proposed project, you can if you choose. You can earn additional points toward your project grade if you do implement some or all of your project: for example, if your letter to the editor is published, a legislator tells you in writing she/he is going to introduce your proposed legislation, or an advocacy group publishes your newsletter. You will negotiate your plan with the instructor to ensure that it meets expectations for this assignment. Your colleagues in the course will serve as resources to support you as you work to complete your project, and you will give brief updates on your progress in completing your project at various points during the semester. Although you will have three lab periods during the semester to work on this project and to meet with the instructor for guidance and support, this project will require time outside of class and community engagement with stakeholders for successful completion. At the end of the semester, each student/student team will submit a professional project portfolio to the instructor that includes all products and can be used as a guide for someone implementing the project you have proposed or implemented. Each student/student team also will make a presentation during our last class period highlighting your policy project and products developed. Your stakeholders and faculty and students in the School of Social Work will be invited to hear your presentation.

3. Application of Policy Process Theories/Frameworks – 15% of course grade

Students will submit a brief paper (about one page in length) on each of the five main theories/frameworks that can be used to understand the policy process covered during the semester. Specific guidelines regarding what should be included in these papers are included in the syllabus appendix.

4. Reflection Paper – 5% of course grade

Each student will respond to a series of questions that require her/him to reflect back on the content covered in the course and assess learning in relation to knowledge and skills learned. As part of this reflection, students will also determine which of the theories and approaches covered in the course fit best with their personal and professional interests and goals and why. (See syllabus appendix for further details.)

Summary of Assignments Date Due Percent of grade

Class participation	12/2 at 5:30 p.m.	10%
Theory papers	Multiple streams 9/16; Advocacy coalition 9/30; Innovative diffusion 10/14; Punctuated equilibrium 10/21; Social construction 10/28; all due by 2:30 p.m.	15% (3%/paper)
*Policy project		70%
a) Initial plan	9/9 at 11:59 p.m.	
b) Logic model	9/23 at 11:59 p.m.	5%
c) Policy brief or white paper	10/14 at 11:59 p.m.	20%
d) Branding, public awareness and social media materials/events	11/11 at 11:59 p.m.	25%
e) Oral testimony	11/18 at 11:59 p.m.	5%
f) Draft of portfolio	11/25 at 11:59 p.m. (optional)	
g) Portfolio	12/2 at 2:30 p.m.	10%
h) Final presentation	12/2 at 2:30 p.m.	5%
Reflection paper	12/2 at 11:59 p.m.	5%

*Note that variations in products, deadlines, and percentage counted toward your grade may be negotiated depending on your project

VI. EVALUATION AND GRADING

Overall Criteria for Evaluating Student Assignments

The course assignments focus on developing policy practice skills and require consideration of how theories of the policy process may be used to inform policy practice. The policy practice assignments are designed to comprise a portfolio that may be used as evidence of your work and abilities as you apply for your advanced field placement or a professional position upon graduation.

Your work should be well-conceptualized and researched, clearly organized, supported by examples and details, and professional. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Please note that you will not earn credit for MSSW courses if your final grade falls below a 'C'. You must earn a 'C' or above for credit to be given for the course.

GRADING SCALE

94.0 and Above	
A 90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

A = Superior work: The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., writing coherent, ideas synthesized, discussion well developed).

B = Good Work: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.

C = Average Work: The assignment meets the requirements or has minor gaps but lacks evidence of in-depth critical thinking and analysis. Remember, a C- (73 points) or lower is noted as a course failure and will require re-taking the course.

D - failing = Poor/failing Work: The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.

VII. CLASS POLICIES

1. **Instructor Contact:** If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call me at 210-241-0391 (cell) or come to my office hours. You can also send an email to me at rosalie.ambrosino@gmail.com. I check my e-mail and phone messages regularly and will respond as quickly as possible.
2. **Attendance:** This course is interactive in nature, with students learning from each other as well as from readings, community members, and completion of course assignments. It is also important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.

3. **Submission of Papers and Late Assignments:** Assignments must be submitted to the instructor at the beginning of the class or electronically (email) by 11:59 p.m. the day that an assignment is due depending on instructions in the syllabus. Note that if you choose to submit the assignment electronically after our class period ends, you must be in class that day for the assignment to be accepted. Once I receive the assignment electronically, I will notify you that I have received it and let you know if there are any problems in opening the attachment. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Late assignments will result in a deduction of **5%** for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.
4. **APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others' ideas may result in receiving no credit for the assignment.
5. **Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.
6. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in her/his absence; all changes will be published on Canvas.

VIII. 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 www.utexas.edu/student/cmhc/.

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://www.utexas.edu/diversity/ddce/ssd/>.

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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

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.

IX. COURSE SCHEDULE

Date	Topics	Readings	Assignments
Week 1 Aug. 26	<ul style="list-style-type: none"> • Introductions • Overview of course and expectations • <i>The Many Faces of Texas</i> • What policy practice is and what policy practitioners do • Attributes of an effective policy practitioner • Policy practice and advocacy toolbox • Examples of and ideas for policy practice projects 	<ul style="list-style-type: none"> • Syllabus 	

<p>Week 2 Sept. 2</p>	<ul style="list-style-type: none"> • Developing policy practice assignments • Framing policy practice • Politics and rationalism in social welfare policy • In search of evidence about policy processes and policy practice • Theory: Institutional analysis and development framework • Using the logic model in policy practice 	<ul style="list-style-type: none"> • Sabatier & Weible, Chap. 1, Introducing the scope and focus of policy process research and theory Chap. 8, An assessment of the institutional analysis and development framework and introduction of the social-ecological systems framework • Ritter, A., & Bammer, G. (2010). Models of policy- making and their relevance for drug research. <i>Drug and Alcohol Review</i> 29(4), 352-357. • 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 	
<p>Week 3 Sept. 9</p>	<ul style="list-style-type: none"> • Libby's ten steps for advocacy • Reviewing some basics: How a bill 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 • Influencing policy in Texas • Film: <i>The Revisionaries</i> • Summary of the Legislative Appropriations Request (LAR) 	<ul style="list-style-type: none"> • Libby, Chap. 2, The rules of engagement; Chap. 4, Making law: Confessions of an erstwhile legislator; 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; Chap. 9, REACH the final steps! • Mintrom, M., & Phillipa, N. (2009). Policy entrepreneurship and policy change. <i>The Policy Studies Journal</i>, 37(4), 649-667. 	<p>Policy practice assignment plan due at 11:59 p.m. (see Appendix C of syllabus)</p>

<p>Week 4 Sept. 16</p>	<ul style="list-style-type: none"> • Theories: Multiple streams and narrative policy framework • Stages of the policy process (problem definition, policy formulation...) using the federal government's poverty definition as an example • Skills: Writing policy briefs and white papers and the language of love and politics: How to frame and reframe issues using healthcare reform as an example 	<ul style="list-style-type: none"> • Sabatier & Weible, Chap. 2, Ambiguity and multiple streams • Chap. 7, The narrative policy framework • Jeon, Y. & Harider-Markel, D.P. (2001). Tracing issue definition and policy change: An analysis of disability issue image and policy response. <i>Policy Studies Journal</i>, 29(2), 215-231. • 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. <i>Best Practice in Mental Health: An International Journal</i>, 1(2), 19-33. • http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=fab7f048-490f-49bd-9ca7-6afe68d8e066%40sessionmgr4002&vid=1&hid=4101 • Reich, R. (2011). Slouching toward a double dip for no good reason (or, "The most important part of policy-making is getting the problem right.") http://robertreich.org/post/8644148810 • Review materials in Appendix A 	<p>Multiple Streams framework paper due at 2:30 p.m.</p>
<p>Week 5 Sept. 23</p>	<ul style="list-style-type: none"> • Theory: Advocacy and lobbying workshop • Guest speaker 	<ul style="list-style-type: none"> • Libby, Chap. 6, Ten common elements of successful policy advocacy campaigns: Steps 4-7 • 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 	<p>Project logic model due at 11:59 p.m.</p>

<p>Week 6 Sept. 30</p>	<ul style="list-style-type: none"> • Theory: Advocacy coalition • Identifying and engaging stakeholders • Skill: Building coalitions • Guest speaker 	<ul style="list-style-type: none"> • Sabatier & Weible, Chap. 6, The advocacy coalition framework: Foundations, evolution, and ongoing research • 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. <i>Journal of Public Administration Research and Theory</i>, 20(2), 335- 355. • 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 & 6 	<p>Advocacy coalition framework paper due at 2:30 p.m.</p>
<p>Week 7 Oct. 7</p>	<p>Lab period</p>	<p>Work on policy brief or white paper, meet with guides/stakeholders</p>	
<p>Week 8 Oct. 14</p>	<ul style="list-style-type: none"> • Theory: Innovation and diffusion • Public awareness • Branding and issue identity • Social media • Skills: <ul style="list-style-type: none"> Writing letters to the editor Using media for advocacy • Evaluating policy and policy change efforts 	<ul style="list-style-type: none"> • 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 • Sabatier & Weible, Chapter 9, Innovation and diffusion models in policy research • Dearing, J. W. (2009). Applying diffusion of innovation theory to intervention development. <i>Research on Social Work Practice</i>, 19(5), 503-518. • Coffman, J. (2009, October). Overview of current advocacy evaluation practice. Washington, DC: Center for Evaluation Innovation. http://www.innonet.org/client_docs/pathfinder_insert_nov2011.pdf • 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 • McNutt, J. G. (2009). Electronic advocacy. http://policymagic.org/ 	<p>Innovation and diffusion models paper due at 2:30 p.m.</p> <p>White paper or policy brief due at 11:59 p.m</p>

<p>Week 9 Oct. 21</p>	<ul style="list-style-type: none"> • Theory: Punctuated equilibrium (PE) • Developing a professional portfolio and careers in policy practice • Guest speaker • Brief project overviews 	<ul style="list-style-type: none"> • Sabatier & Weible, Chap. 3, Punctuated equilibrium theory: Explaining stability and change in public policymaking • 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. <i>Poverty and Public Policy</i>, 5(1), 67-87 and/or • Dziengel, L. (2010). Advocacy coalitions and punctuated equilibrium in the same-sex marriage debate: Learning from pro-LGBT policy changes in Minneapolis and Minnesota. <i>Journal of Gay and Lesbian Social Services</i>, 22(1&2), 165-182. 	<p>Punctuated equilibrium framework paper due at 2:30 p.m.</p>
<p>Week 10 Oct. 28</p>	<ul style="list-style-type: none"> • Theories: Social construction and policy feedback • Class exercise: Changing policy images • Skills: Demonstrations, boycotts, and radical action • Guest speaker 	<ul style="list-style-type: none"> • Sabatier & Weible, Chap. 4, Democratic policy design: Social construction of target populations; Chap. 5, Policy feedback theory • Jacobs, K., Kemeny, J., & Manzi, T. (2003). Power, discursive space, and institutional practices in the construction of housing problems. <i>Housing Studies</i>, 18(4), 429-446. • Mettler, S. (2002). Bringing the state back into civic engagement: Policy feedback effects of the • G.I. Bill for the World War II veterans. <i>American Political Science Review</i>, 96(2), 351-365. • Shaw, R. (2001). <i>The activist's handbook: A primer for the 1990s and beyond</i>. Berkeley and Los Angeles: University of California Press. Available electronically at UT Libraries Web site (Catalog). Read at least one chapter of your choice. 	<p>Social construction theory paper due at 2:30 p.m.</p>
<p>Week 11 Nov. 4</p>	<ul style="list-style-type: none"> • Lab 	<ul style="list-style-type: none"> • Work on public awareness materials and other project products 	

<p>Week 12 Nov. 11</p>	<p>Skill: More on advocacy Visiting legislators and other elected officials Testifying before legislatures and other policymaking bodies Running for office</p> <p>Class exercise: Critique Fizzy Lizzy (Liz Morrill presents her case against the proposed "obesity tax.") http://www.youtube.com/watch?v=LxJ6QwW5ID4</p> <p>Guest speaker: Elected official TBA</p>	<ul style="list-style-type: none"> • Libby, Chap. 10, The 10 steps strike again! Breaking the tire cycle: A campaign with international impact • Ohio Municipal League. Tips for testifying, Helpful hints to make your committee experience flawless: http://www.omloho.org/Publications/tipsfortestifying.pdf • Oregon Legislature. How to testify to a legislative committee: https://www.oregonlegislature.gov/committees/Pages/How-To-Testify.aspx • Utah State Legislature. How to testify in a committee: http://le.utah.gov/documents/aboutthellegislature/TestifyingbeforeaLegislativeCommittee.htm 	<p>Draft of branding, public awareness, and social media materials due by 11:59 p.m.</p>
<p>Week 13 Nov. 18</p>	<ul style="list-style-type: none"> • Comparing and synthesizing theories for social work policy practice • Class exercise: Comparing theories • Oral testimony: framing policy issues for different constituency groups 	<ul style="list-style-type: none"> • Sabatier & Weible, Chap. 10, A comparison of theories of the policy process • Libby, Chapter 12, So now you have a law: what do you do with it? • Weible, C. M. (2008). Expert-based information and policy subsystems: A review and synthesis. <i>The Policy Studies Journal</i>, 36(4), 615-635. 	<p>Each student will give oral testimony during class (no more than 3 minutes)</p>
<p>Week 14 Nov. 25</p>	<ul style="list-style-type: none"> • Lab (finalization of policy project portfolio and preparation for policy project presentation) 	<ul style="list-style-type: none"> • Readings specific to your policy project 	<p>Drafts of portfolio materials may be submitted for review and feedback by Nov. 25 at 11:59 p.m.</p>
<p>Week 15 Dec. 2</p>	<ul style="list-style-type: none"> • Policy project presentations • Reception and thanks to those who have helped us 	<ul style="list-style-type: none"> • Sabatier & Weible, Chap. 11, Fostering the development of policy theory and practice 	<p>Policy project portfolio due at 2:30 p.m. Reflection paper due at 11:59 p.m.</p>

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Advocacy Coalition Framework

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<http://www.ucdenver.edu/academics/colleges/spa/researchandoutreach/buechner%20institute%20for%20governance/centers/woppr/acf/Pages/AdvocacyCoalitionFramework.aspx>
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- (see also bibliographies at ends of chapters in Sabatier & Wieble; the chapter on social construction provides a table with examples of many topics relevant to social work)

Suggested websites

- Almanac of Policy Issues: Social Welfare http://www.policyalmanac.org/social_welfare/index.shtml
- Brookings Institution www.brook.edu
- Cengage http://www.academic.cengage.com/social_work/jansson
- Center for the Study of Social Policy <http://www.cssp.org>
- Center on Budget and Policy Priorities www.cbpp.org
- Center for Law and Social Policy www.clasp.org
- Center for Research on Child Well-being <http://crcw.princeton.edu>
- Children's Defense Fund www.childrensdefense.org
- Centers for Medicare and Medicaid Services <http://www.cms.gov/>
- Child Welfare Information Gateway <https://www.childwelfare.gov/>
- Electronic Policy Network www.movingideas.org
- E-library for Global Welfare (ELGW) <http://www.globalwelfarelibrary.org/>
- Health care analysis Kaiser Family Foundation <http://kff.org/>
- Human Rights Resource Center <http://www.siu.edu/~socwork/resourcecenter/welcome.htm>
- Institute for Research on Poverty www.ssc.wisc.edu/irp
- Joint Center for Poverty Research www.jcpr.org
- Manpower Demonstration Research Corporation www.mdrc.org
- Mathematica Policy Research www.mathematica-mpr.com/
- National Association of Social Workers/Texas Chapter <http://www.naswtx.org/>
- National Center for Children in Poverty <http://cpmcnet.columbia.edu/dept/nccp/>
- National Association of Social Workers <http://www.socialworkers.org/>
- National Indian Child Welfare Association (NICWA) www.nicwa.org
- Pew Hispanic Center <http://www.pewhispanic.org>
- RAND Center for the Study of Social Welfare Policy <http://www.rand.org/>

Social Science Information Gateway <http://www.sosig.ac.uk/roads/stats/top-resources-socwel.html>
Urban Institute www.urban.org

Texas Policy Advocacy Research Organizations and Resources

Center for Public Policy Priorities <http://forabettertexas.org/>
San Antonio City Government <http://www.sanantonio.gov/>
Texas Legislative Reference Library <http://www.lrl.state.tx.us/index.cfm>
Texas House of Representatives <http://www.house.state.tx.us/>
Texas House Research Organization <http://www.hro.house.state.tx.us/>
Texas Senate <http://www.senate.state.tx.us/>
Texas Senate Research Center <http://www.senate.state.tx.us/SRC/Index.htm>
Texas Public Policy Foundation <http://www.texaspolicy.com>
Texas Hunger Research <http://texashungerresearch.org/research/>

Federal Government sites

U.S. Census Bureau www.census.gov
United State Census Bureau <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>
Congressional Budget Office www.cbo.gov
Bureau of Labor Statistics www.bls.gov
United States House of Representatives <http://www.house.gov/>
United States Senate <http://www.senate.gov/>
Find a bill or law <http://thomas.loc.gov/>

Appendix A

Writing Policy Briefs and White Papers

(If clicking on link does not work, paste address into browser.)

1. Many guides are available for writing policy briefs, white papers, and position papers. The approaches suggested vary. Review these five examples (if the link does not open when you click on it, try pasting the link into a browser):
 - a. The Policy Brief by Eoin Young and Lisa Quinn:
http://sobek.colorado.edu/~salucci/teaching/teaching_portfolio/assets/Policy_Brief_instructions.pdf
 - b. Preparing a Policy Issue Brief by Frederick Eisele:
https://www.courses.psu.edu/hpa/hpa301_fre1/IBInstructions_fa02.PDF
 - c. Community-Based Monitoring System (CBMS) Network Coordinating Team, Guidelines for Writing a Policy Brief: http://www.pep-net.org/fileadmin/medias/pdf/CBMS_country_proj_profiles/Philippines/CBMS_forms/Guidelines_for_Writing_a_Policy_Brief.pdf
 - d. Study Guides and Strategies, Writing Position Papers:
<http://www.studygs.net/wrtstr9.htm>
 - e. Some thoughts about writing white papers (Some interesting points made, though I am not, of course, promoting commercial products.): see “Writing Research Papers and Sharing Knowledge with Humankind” and “White Paper—Hide the Sales Angle but Make the Sale”: <http://whitepapertemplate.net/category/white-paper/>

2. Compare and contrast the following brief, report, paper, or backgrounder on immigration and compare them to the criteria in guides for writing policy briefs and other types of policy papers listed above.
 - a. Hira, R. (2010, February 17). Bridge to immigration or cheap temporary labor? The H-1B & L-1 Visa Programs are a source of both. Washington, DC: Economic Policy Institute. Available at <http://www.epi.org/publication/bp257/>
 - b. Immigration Policy Center. (2010, March). Focusing on the solutions: Key principles of comprehensive immigration reform. Washington, DC: Author. Available at <http://www.immigrationpolicy.org/just-facts/focusing-solutions-key-principles-comprehensive-immigration-reform>
 - c. North, D. S. (2010, January). A bailout for illegal immigrants? Lessons from the implementation of the 1986 IRCA amnesty. Center for Immigration Studies. Available at <http://www.cis.org/irca-amnesty>
 - d. Pastor, M., Scoggins, J., Tran, J., & Ortiz, R. (2010, January). The economic benefits of immigrant authorization in California. Center for Immigrant Integration. Los Angeles: University of Southern California. Available at http://csii.usc.edu/economic_benefits.html

3. Other examples you can also use as guides for your work:

Engquist, G., Johnson, C., Lind, A., & Barnette, L. P. (2010, May). *Medicaid-funded long-term care: Toward more home- and community-based options*. Hamilton, NJ: Center for Health Care Strategies. Available at <http://www.chcs.org/resource/medicaid-funded-long-term-care-toward-more-home-and-community-based-options/>

Long-term care: What are the issues? (2014, February). *Issue Brief*. Princeton, NJ:

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- Mental Health Parity. (2014, April 3). Health policy briefs. *Health Affairs*. Available at http://www.healthaffairs.org/healthpolicybriefs/brief.php?brief_id=112
- The following is in the form of written testimony from the Government Accountability Office: Government Accountability Office. (2010, July 22). *Alien smuggling: DHS could better address alien smuggling along the Southwest Border by leveraging investigative resources and measuring program performance*. Washington, DC: Author. Available at <http://www.gao.gov/products/GAO-10-919T>

APPENDIX B

ASSIGNMENT GUIDELINES

1. Policy Process Theory/Framework Assignments

Each student is required to submit a paper approximately one page in length (12-point font, may be single spaced) on each of five main theories/frameworks of the policy process we will cover during the semester. Please do not include a cover or reference page. Each paper must address the following:

- (1) Elements of theory: Elements of the theory you think are most important about the ways in which this theory addresses the policy process (no more than five sentences);
- (2) Use of theory in affecting change: How you and/or social workers in general might use this theory to affect policy change (these statements may be related to your course project, or they could be related to policy change more generally speaking) (no more than three sentences);
- (3) Critique of theory: Drawbacks or critiques of the theory or framework, such as inconsistencies of the theory/framework with the goals and values of the social work profession or important factors that the theory/framework does not address (no more than two sentences)
- 4) Integration of readings: Make sure to demonstrate that you have done all the assigned reading for the week by referencing each reading in at least one statement in your paper. Use APA format when citing readings in your paper, but you do not need to include a reference page.

Each of the five papers is worth 3 points (3%) of the final course grade for a total of 15% of the final course grade. To complete the course, you must turn in every paper. The papers are due at 2:30 p.m. (email attachment preferred) as follows:

1. Multiple Streams: Due week 4, **September 16**
2. Advocacy Coalition: Due week 6, **September 30**
3. Innovation and Diffusion: Due week 8, **October 14**
4. Punctuated Equilibrium: Due week 9, **October 21**
5. Social Construction: Due week 10, **October 28**

Criteria for Evaluating Policy Process Theory/Framework Assignments:

1. Quality of the description and analytic perspective offered in each section and application and relevance of the material to your course project and/or social workers' roles in the policy process.
2. Evidence you have read **all** the assigned readings on the topic for the week (i.e., the book chapter articles).
3. Quality of sentence construction, including syntax/grammar and attention to proofreading.

Assignments will be graded using a rating of 0-3.

2. Policy Practice Project

The purpose of this assignment is to develop or enhance policy practice skills by creating a policy practice project of your choosing. You are encouraged, but not required, to work directly with agencies (public and nonprofit), organizations, or other entities to gain real world experience. This may include federal, state, or local government agencies; advocacy groups or coalitions; “think tanks”; professional associations; political campaigns; offices of elected or appointed federal, state, or county/city officials; and legislative committees. If you do not work directly with an agency, organization, or other entity, you must show effort to engage in real world policy practice activities. Assignments will be graded based on their quality, comprehensiveness, and potential to affect social welfare policy, and due consideration will be given to the effort you have expended to obtain real world experience.

The focus of your work may be on policies related to health, income maintenance, child welfare, alcohol and drug problems, aging services, disability, LBGQT rights, immigration, homelessness, health or mental health, poverty, or other areas of concern to social workers, including budgetary and tax policy. This experience should result in at least one major product and offshoot products that flow from your major product. They may be products that will actually be used by others, products constructed solely for the purpose of the assignment but of useable quality, or a combination of the two.

You may work individually, in pairs, or in groups. If you work in pairs or groups, it is generally up to the members to negotiate any difficulties encountered in the process of working together, though the instructor is available to assist if necessary. **You will submit a brief plan to the instructor no later than 11:59 p.m. on September 9 using the form included in Attachment C.** (If you are working with someone else, only one plan needs to be submitted with names of all students working on the project.) Given the dynamics of the policy arena, the plan for your project may require modification during the semester. Consult with the instructor about this as needed.

Students are expected to discuss their projects during class as the semester progresses, including what they have accomplished and what they have learned about the policy process. During the last class period, each project team will make a presentation, and a reception will be held to thank those in the community who assisted class members and spoke in the class during the semester. You will submit a final portfolio, incorporating all assignments completed for this project, with a memo attached describing the work you did to arrive at your final products, including any work you did with an agency or organization, and other information you may wish to provide the instructor. If you worked as a team, delineate what each of you did on the project.

There is no course requirement to post your work electronically, to visit elected or appointed officials, or to otherwise “go public” with your assignments (and there is no penalty for not doing so). However, engaging in real life policy activities will be considered in assigning the final grade, as the emphasis of the course is on policy practice. As adults, you are, of course, free to post your work, contact public officials or others, and make your views known. A word of caution is offered if you decide to do so. First, you represent yourself as a student, not UT Austin or any other organization. Also, while agencies or organizations with which you are working will likely vet your work before posting or otherwise distributing it, if you post or otherwise distribute your work to others on your own, it is useful to obtain feedback on your products from the course instructor and others before doing so. This will increase the likelihood that it is of high quality and decrease the chance it may contain significant errors or is libelous or slanderous. Once your work goes “viral” it may not be retrievable.

Your project should include the following components, though additional options will be considered by the instructor, and points for adaptation negotiated prior to beginning the project.

- A. **Logic model (due September 23 at 11:59 p.m.)** - Develop a *logic model* for your proposed policy practice project using the framework that will be presented and discussed in class. This model, used by many organizations, is a detailed way to delineate a plan for carrying out your project, incorporating information about assumptions you make as you begin, environmental factors that need to be considered, stakeholders impacted by the policy issue you are addressing, short-term and long-term goals (i.e., finding someone to carry your legislation in the Texas House and Senate and getting the bill passed, and then reducing teen pregnancy in the state of Texas once the bill is passed and implemented), strategies you will use to complete your project, resources needed and how you will obtain them, an evaluation plan, and a timeline for accomplishing your project. Restrict the outcomes section of the model to *short-term* and *long-term* outcomes only. Make certain to include information about the *assumptions* and *environmental factors* associated with your policy practice project.
- B. **Stakeholders** – You should identify all stakeholders that have a vested interest in your policy issue, even those you know will not support it. Think through what their interest is and why and how likely they are to support your project. You will need to identify at least one stakeholder (client/person or representative of organization directly impacted by the policy, policy advocate, or group or representative of the group your policy project is directed toward (i.e., legislative aide or staff member of advocacy organization) and attend at least one meeting or event sponsored by a relevant organization associated with the policy issue. It is suggested that you identify one or more key “guides” (who support your idea) you can call on to help inform you about the policy issue you are addressing and help you think through various aspects of your project throughout the semester. You also need to think about how you will leverage the power or position held by each stakeholder or stakeholder group in developing a successful project. This information should be included in your portfolio – you can include a brief summary of the information as well as a table or chart.
- C. **Strategies for Project Implementation**
You will need to think through the best way to implement your project. This should include a list of possible alternatives, and consideration of each in relation to feasibility, resources available, risk, and likelihood of success. You can update your logic model with this information as your planning progresses.
- D. **Policy brief or white paper (due 10/14)** - Each project team will submit either a policy brief or a white paper on its identified issue.
- Briefs should be 7-8 pages (single-spaced and attractively formatted for print distribution or posting on a website). The issue should be well-researched and referenced and contain substantial information about the issue as well as recommendations for policy change.
 - White papers should be 15-20 double-spaced pages, including recommendations for addressing the issue. They are typically more extensive research reports than briefs.

Be sure that in your brief or white paper you:

- Identify the policy issue and client target group selected for your project.
- Document the scope of this policy issue for the target group using available data (including projections).
- Describe why the policy issue is important for policy action as well as the consequences for the selected target group, the community in which its members live, and society at large, if the issue is left unaddressed.
- Delineate on what policy change you are going to focus in your project.

- Identify anticipated challenges to developing a successful policy project for the selected target group.

Three additional points will be added to the grade for this assignment if an advocacy group or other organization posts the brief or white paper on its website, if you send it to an elected official and she/he acknowledges that it was received, or if you visit an elected official or aide to discuss your policy issue. Five additional points will be added if the official adopts your ideas in the form of proposed legislation or policy.

E. **Specific products:**

Although you will have some leeway regarding what products you develop, products need to include the following or incorporate acceptable substitutes in your submitted policy project plan:

Project identity: A brand, with a color scheme, logo, and tag line that will help people viewing your policy project and what you are trying to accomplish want to get involved/work to help you get your project accomplished. **(Due November 11 at 11:59 p.m.)**

Public awareness: At least one of the following: a billboard design, a Capitol Metro bus or design for some other type of advertisement, a radio or television public service announcement, or a documentary (you can do a mock-up of a design, but you need to find out costs for the billboard or bus ad and determine a location/locations for placement; you can make a radio or TV public service announcement and also find out about air time. You can gain additional points for your project if one of your awareness products is used by a media outlet or an agency or other entity). **(Due November 11 at 11:59 p.m.)**

Social media: A Facebook page, website or website mockup (including navigation and content) or series of blogs that promotes your policy practice project. You will receive 3 additional points toward your grade if an agency or other entity incorporates your material as part of its efforts. **(Due November 11 at 11:59 p.m.)**

Opinion pieces: Choice of 1) a newspaper editorial, 2) letter to the editor, 3) newsletter article for relevant organization, or 4) letter to elected or appointed official encouraging her/him to take action on the issue of (no more than 500 words; three extra points added to your grade if your editorial, letter, or article is published or the official indicates she/he will take action on the issue; check submission requirements as you may need to shorten your piece if you actually submit your piece). If working on a team you must complete this assignment individually, though you should vary options selected so your final portfolio includes a variety of opinion pieces. **(Due November 11 at 11:59 p.m.)**

Talking points handout on the policy issue you selected, including specific recommendations for action (“elevator speech”). If you are working on a team, adapt your talking points or “testimony” targeted toward different groups impacted by your policy project (i.e., legislature or City Council, persons or groups against it, persons or groups in favor of it, presentation you might make at church or synagogue, emotional focus, data/cost effectiveness focus) (If on a team, each team member must complete this assignment individually, taking a different focus so that the final portfolio reflects diversity in advocating to various constituent groups/stakeholders.) Students will make oral presentations of their talking points/testimony in class (no more than three minutes; one PowerPoint slide may be used as a guide along with the presentation), with a portion of the individual grade given for public speaking as a policy advocate; written efforts will be included in the portfolio submitted at the end of the semester). **Talking points due November 11 at 11:59 p.m.; speeches on November 11 in class)**

Final presentation – Each student or team will prepare a 15 minute PowerPoint presentation (imbedded video can be incorporated) highlighting project efforts that will include an overview of the policy issue and project (summary of policy brief or white paper), branding/logo/tag line, and a demonstration of the various products that comprise the project. Presentations will be given during

the last class period. Students may invite resource guides to the presentations. **December 2 in class**

You are encouraged to be creative and discuss other strategies for policy projects with the instructor. Optional strategies include but are not limited to:

- Detailed draft of bill in lay terms of proposed changes in or new legislation
- Focus group or town meetings with stakeholders/constituents or meeting with key stakeholders
- Presentation to an advocacy or other group about your policy issue
- Organizing an event that raises public awareness about a policy issue (fair, run) – discuss this with your instructor to ensure that appropriate permissions are obtained
- Creating a documentary on your policy issue (**Do not include video of people who have not signed a release to be included. See instructor if you want to include others in your video.**)
- Crafting and carry out a project using the plan detailed in the Libby text, implementing each of the 10 steps
- Working on a political campaign (you will need to work on specific policy issues if you do this, preparing briefs or analyzing information about specific policies or policy issues; it can't be merely handing out flyers or making telephone calls to voters)
- If you have other ideas for assignments, see the course instructor.

Due Dates and Revisions

Products will be submitted throughout the semester according to dates listed on the syllabus. They will be returned with feedback. Students will be able to revise products prior to including them in their portfolio at the end of the semester, with additional points awarded for revisions and updates. Students may submit a draft of their entire portfolio to the instructor for review up to one week (**November 25 at 11:59 p.m.**) prior to submission of the final portfolio, which is due on **December 2 at 2:30 p.m.**

Criteria for Evaluating Policy Practice Assignments:

- 1. Completeness and thoroughness:** How fully has the topic or issue been addressed? Has the topic or issue been sufficiently researched using scholarly and other resources, interviews, and other means to gain differing perspectives and full knowledge of the issue? When appropriate to the assignment, has the theoretical and empirical literature on the subject been incorporated in the paper or other assignment? Does the product leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper or other product been carefully proofread?
- 2. Organization and clarity:** Is the paper or other product well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have descriptive headings and subheadings been used to improve organization? If the product is in a form such as a PowerPoint presentation, is the work presented appropriately for that medium, e.g., bullets used, phrases are succinct, etc. Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?
- 3. Referencing:** Are there a sufficient number of appropriate references? If the product is a policy brief, white paper, or research report, has referencing been done according to the style of the American Psychological Association or other appropriate referencing style? Are the references well integrated in the text? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers or paragraph numbers for non-paginated electronic sources indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Most talking points handouts and other products

will also need references. Even if the product is not a traditional paper, attach a list of references used that will show the instructor that the appropriate research has been done.

- 4. Originality, Creativity, and Potential to Affect Policy:** Does the work demonstrate a thorough understanding of the issue and that different viewpoints have been considered, compared, and contrasted? Has the student used his or her analytical skills in a way that suggests more than a restatement of what others have said about this issue? Has the student suggested points that others have not addressed? Is the work prepared in a way that will gain the interest and attention of the intended audience(s)? To what extent does the work suggest that it has potential to affect social welfare policy? To what extent has the student engaged in real life policy practice activities?

Reflection paper - 5% of course grade/100 points – due December 2 at 11:59 p.m.

In a 2-3 page paper, each student will respond to a series of questions that require her/him to reflect back on the content covered in the course and assess learning in relation to course objectives and policy practice knowledge and skills. This will be an informal first-person reflection; references are not required. Questions to be addressed include:

- 1) In what ways did this course change your perspectives about policy, social workers, or social issues?
- 2) What knowledge and skills did you gain as a result of taking this course?
- 3) Identify three things you learned that will make you a more effective policy advocate.
- 4) Of all the theories covered in class, which fits best with your philosophy and do you think you will use most as a social work practitioner?
- 5) What was most helpful/facilitated your learning most as you completed this course and why? What was least helpful and why?
- 6) Reflect on your strengths as a policy practitioner, as well as areas for growth. What will you do to continue your work in policy practice, regardless of the type of job you move into when you graduate?

Note that you can address any other aspects related to the course that you would like to add.

Appendix C

Plan for Policy Practice Project

Your name(s): _____

Topic of interest: _____

Organization, group, coalition, agency, elected or appointed official with which you will work (if relevant): _____

Name & title of individual(s) with whom you will be working most closely: _____

Three or four main learning objectives you wish to achieve during the semester by completing this project:

Main activities in which you plan to engage and their purpose, goals, or aims:

Policy practice products you plan to produce:

Results you hope to achieve:

Additional comments, concerns:

Due on September 9 at 11:59 p.m. to the instructor as an email attachment.