

**The University of Texas at Austin
School of Social Work
Leadership Strategies and Policy Practice**

Course Number:	393T23	Instructor:	Diana DiNitto
Semester:	Fall 2011	Contact Information:	SSW 3.130B ddinitto@mail.utexas.edu 512-471-9227
Meeting Place:	SSW 2.122	Unique Number:	62125
Meeting Times:	T 2:30–5:30 pm	Office Hours:	T 10:00–11:30 & by appt.

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 to gain first-hand experience of 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. (Ed.). (2007). *Theories of the policy process* (2nd ed.). Boulder, CO: Westview Press.

Additional Readings

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

V. Class Policies

1. **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 agencies, organizations, and other entities on assignments for this course.
2. **Attendance:** Arriving 10 or more minutes late and/or leaving 10 or more minutes early are considered an absence. **Five points** will be deducted from the final course grade for the first class absence not due to illness, (unforeseen) emergency, or observance of a religious holy day, and an additional **ten points** will be deducted for the second such absence (attending weddings and family reunions or work conflicts are not cause for an excused absence). Generally, missing more than two classes will result in an F for the course or the need to withdraw from the course regardless of circumstances. **Appendix B contains the self-report attendance sheet that each student will submit with his or her final course assignments at the end of the semester.**
3. **Observance of religious holy days:** By UT Austin policy, students are responsible for notifying the instructor 14 days prior to the observance of a holy day. In this class, this should not affect deadlines for submitting assignments or completing work, but if there is a concern, see the instructor promptly.
4. **Submitting assignments:** (a) All papers should be word-processed (typewritten) and 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); (b) Assignment due dates are noted in the course calendar. Assignments are due at the start of the class period. The short assignments due on several weeks may not be submitted late. Policy practice assignments turned in after the start of class will be considered late for that day unless **prior** arrangements have been made with the instructor. Except in the case of illness or (unforeseen) emergency, **five points** will be deducted for each day a policy practice assignment is late (weekend

days included); (c) 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. 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 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 item 5 below). If you do not know how to cite appropriately, please learn before you submit any assignments.**

5. **The University of Texas Honor Code and Scholastic Dishonesty:** The University of Texas at Austin’s core values 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. Scholastic dishonesty is a violation of the honor code. It harms the individual, all students, and the integrity of the University. UT Austin’s policies on scholastic dishonesty will be strictly enforced. They are found in *General Information 2010-2011* (<http://registrar.utexas.edu/catalogs/gi10-11/>) and at the Dean of Students, Student Judicial Services’ website (<http://deanofstudents.utexas.edu/sjs/scholdis.php>). Scholastic dishonesty may result in a report to the MSSW Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an “F” for the course and other sanctions in accordance with University policies, including dismissal from the University.
6. **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.
7. **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 also notify instructors regarding any safety concerns.
8. **Students with disabilities:** Students who require accommodations related to a disability should obtain a letter from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 866-329-3986 video phone). Present the letter to the professor at the beginning of the semester so that needed accommodations can be addressed. For more information, go to <http://www.utexas.edu/diversity/ddce/ssd/>.
9. **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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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 given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
10. **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. This service is provided through a partnership among 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 go to <http://www.utexas.edu/safety/bcal>.

11. **Electronic Communication:** During the semester, the course Blackboard site will be used for various purposes (posting some documents, grades, etc.). Some course communication will also be done via e-mail. E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements and for informing the university about changes to your e-mail address. Please check your e-mail frequently to stay current with university-related communications, some of which may be time-critical.

VI. Course Assignments and Student Evaluation

The course assignments are divided into two parts. One part emphasizes policy theories and the other policy practice. The policy practice assignments are designed to comprise a portfolio that may be used as evidence of your abilities as you apply for your advanced field placement or a professional position upon graduation.

A. Policy Theory and Other Short Weekly Assignments

During weeks 3, 4, 6, 7, and 8 of the course, each student will submit a short assignment. Four of the assignments address specific theories of the policy process, and one involves campaign finance and the role of money in politics. These assignments are listed on the course schedule below. These assignments will be graded on the following criteria: (1) evidence that you have read the assigned readings; (2) quality of the writing; (3) your analysis and application of the material to social workers' roles in the policy process. **Each of these assignments is worth 5% of the final course grade for a total of 25% of the final course grade.**

B. Policy Practice Assignments

Consistent with principles of adult learning, each student will work with the instructor to develop a plan for her or his policy practice assignments. **These assignments are worth 75% of the final grade.** The purpose of these assignments is to develop or enhance policy practice skills. 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. Whether or not you work directly with an agency, organization, or group, your assignments will be graded based on their quality and comprehensiveness rather than the number of hours expended in gaining policy practice experiences.

The focus of your work may be on policies related to health, income maintenance, child welfare, alcohol and drug problems, aging services, disability, gay rights, or other area of concern to social workers including budgetary and tax policy. This experience should result in at least one major product and two or more 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. Given the dynamics of the policy arena, the plan for your assignments may require modification during the semester. Consult with the instructor about this as needed. 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. Policy practice assignments may be submitted individually or jointly. During weeks 10, 11, and 12 students will give brief (10- to 12-minute) reports on their projects in class. During the last class period, students will display their projects at the School of Social Work, and a reception will be held to thank those in the community who assisted class members during the semester. Along with your final assignments, you may include a memo describing the work you did to arrive at your final products, including any work you did with an agency or organization and/or other information you may wish to provide the instructor.

There is no course requirement to post your work electronically, to visit elected or appointed officials, or otherwise "go public" with your assignments (and there is no penalty for not doing so) though some additional credit is offered for engaging in these activities as the emphasis of the course is on policy practice. 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. 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. Once your work goes “viral” it may not be retrievable.

1. Write a well-constructed **policy brief** of 5-8 single spaced pages that not only contains substantial information on a policy issue but is also attractively formatted for print distribution and posting on a website (whether or not you post or distribute it). Worth 45% of the final course grade; 5 extra points will be added to the grade for this assignment if an agency, organization, or advocacy group posts it at its website or provides evidence it has otherwise distributed it; 5 additional points added if you send it to an elected official (provide evidence you have done so, such as a cover letter or e-mail asking the official to act on it), and 5 more points added if you receive written communication from the elected official saying how he/she will **utilize or act on** the information. Appendix A contains information on writing policy briefs and we will discuss this in class.
2. Write a traditional **white paper/research report** on a policy issue of 15 to 20 double-spaced pages. Worth 45% of the final course grade; 5 extra points will be added to the grade for this assignment if an agency, organization, or advocacy group posts it at its website or provides evidence that it has otherwise distributed it; 5 extra points added if you send it to an elected official (provide evidence you have done so, such as a cover letter or e-mail); and 5 more points added if you receive written communication from the elected official saying how he/she will **utilize or act on** the information.
3. Write a **letter to the editor**. Worth 5% of the final course grade; 5 points added to the grade for this assignment if you submit it to one or more newspapers (include the newspaper’s instructions for submission and evidence that you submitted it); 5 additional points added if it is printed.
4. Write a **newspaper editorial**. Worth 15% of the final course grade; 5 extra points added to the grade for this assignment if you submit it to a newspaper (include the newspaper’s instructions for submission and evidence you submitted the editorial); 10 additional points if it is printed.
5. Write a **blog** with at least 10 postings of at least 250-words each on a policy issue. The blog must show evidence of scholarly references and other citations and research similar to that which would be used to develop a policy brief or white paper. The blog may be posted for public viewing or it may be posted for class access only on our course Blackboard site. Worth 35% of the final course grade; 1 additional point added to the final grade for **each person who responds** to your blog up to a maximum of 5 points.
6. Develop a **talking points handout** on the policy issue you selected, **including specific recommendations for action**. Worth 15% of the final course grade; 10 additional points added to the grade for this assignment if you use it in a meeting with an elected official or an agency or organization head or a staff member of this individual; 5 additional points added to the grade if you receive a written follow-up stating **what the individual will do** in response to your request.
7. Write a **one-page letter to a local, state, or federal elected or appointed official** encouraging them to act on the issue you are studying. Worth 10% of the final course grade; 5 additional points added to the grade for this assignment if you get a response indicating that the official will **take action** on the issue.
8. Develop a **detailed draft of a bill** in lay terms based on your ideas for new or revised legislation and include an extensive rationale for the bill (this rationale may be your policy brief or white paper). Worth 25% of the final course grade; 10 extra points added to the grade for this assignment if the elected official provides concrete indications he or she **will introduce it** at the next opportunity or if the agency or organization **adopts it** or an agency or organization official **presents it for consideration** to an approval body.
9. Develop a **presentation** of at least 20 minutes to an agency, organization, student group, or other entity to inform them of the policy issue you have selected and encourage them to take action. Include a

PowerPoint, handout, or other materials. Worth 15% of the final course grade; 10 points added to the grade for this assignment if you deliver the presentation to the intended audience; 5 additional points added to the grade if more than 20 people attend.

10. Make a 5- to 7-minute **video** on the policy issue you have selected. Worth 20% of the final course grade; 5 points added to the grade for this assignment if you post it or if an agency or organization posts it at its website; 5 more points added if you provide evidence that more than 20 people viewed it. **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.**
11. Develop a detailed **policy memorandum** for a local, state, or federal agency that explicates a new policy or modifies an existing policy to better serve a client group or address a pressing issue. Worth 20% of the final course grade; 5 points added to the grade for this assignment if the agency **adopts or distributes** the memo.
12. Write a **newsletter article** for a professional organization, community group, political party, etc. that explicates the issue you are studying and makes policy recommendations to address it. Worth 15% of the final course grade; 5 points added to the grade for this assignment if the entity publishes it in its newsletter or posts it at its website.
13. Organize an **event**, perhaps a talk or panel presentation at the School of Social Work, or set up an information table, to bring awareness to a policy issue. **Discuss this with the instructor** and be sure to obtain any permission needed from the School of Social Work, UT administration, or other authority before holding an event. Considerable preparation time may be required to make arrangements and to prepare materials. The percent of the final course grade this assignment will be worth will be negotiated with the instructor based on the extent of the activities and efforts involved.
14. Conduct a **research study** on the policy issue of interest. This may require human subjects approval from the university. The percent of the final grade for this assignment will be negotiated with the instructor based on the extent of the study.
15. If you have other ideas for assignments, see the course instructor.

Appendix C contains a form for writing up your plan for the policy practice assignments. Within the first two weeks of the course, discuss the plan with the instructor in person, by phone, or via e-mail and get the instructor's agreement. **No later than September 13, submit your plan to the instructor.** The plan should describe the overall topic of interest; your main learning goal(s) for being involved in this work; if relevant, the name of the organization, group, or elected or appointed official's office with which you will be working and your main contact person; a plan of work that includes the activities in which you expect to be engaged; and a description of the products that will comprise your policy practice assignments (subject to revision as may be needed). Generally, students do three products (often one major product, such as a policy brief, and two offshoot products, such as an editorial, talking points, newsletter article, or letter to a legislator). A solid draft of your main product is due on October 18, of the second product on November 1, and of the third (and fourth, if applicable) product on November 8 (early submissions are welcome). You will receive feedback on your work so that you can revise as needed. **All final products are due on November 30. Submit all drafts reviewed by the instructor with your final products.**

Criteria for Evaluating Assignments:

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 in order 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 paper 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?

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? 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? If the product is another form, such as a PowerPoint presentation, is the work presented appropriately for that medium, e.g., bullets used, phrases are succinct, etc.

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 nonpaginated electronic sources indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? 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.

Originality and Creativity: Does the work demonstrate that different viewpoints have been considered, compared, and contrasted and that the writer has a thorough understanding of the issues? 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 have not been addressed by others? Has the student prepared the work in a way that will gain the interest and attention of the intended audience(s)?

Grading Scale: The grade for each course assignment and the final course grade will be based on the following scale:

100 - 94 = A Work is exceptional on all criteria	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+ Work is good/very good on all criteria	69 - 67 = D+ Work is inadequate on some criteria
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+ Work is adequate on all criteria	59 & below = F Work inadequate on most/all criteria

VII. Course Calendar

Date	Topics	Readings	Assignments Due
Week 1 Aug. 30	<p>Introductions and overview of course</p> <p>What is policy practice and what do policy practitioners do?</p> <p>Politics and rationalism in social welfare policy</p> <p>In search of evidence about policy processes and policy practice</p> <p>Reviewing some basics: Government budgeting</p> <p>Developing a professional portfolio Guest speaker: Jennifer Luna-Iduñate, Director, Social Work Career Center (4:15-5:15)</p>	<p>Sabatier, Chap. 1, The need for better theories</p> <p>Ritter, A., & Bammer, G. (2010). Models of policy-making and their relevance for drug research. <i>Drug and Alcohol Research</i> 29(4), 352-357.</p> <p>Libby, Introduction; Chap. 3, Pork: "The other white meat" or quagmires of government budgeting</p>	

<p>Week 2 Sept. 6</p>	<p>Develop policy practice assignments (agency and organizations representatives)</p> <p>Thinking about making and changing policy: Becoming a policy entrepreneur</p> <p>Reviewing some basics: How a bill becomes (or doesn't become) a law</p>	<p>Libby, Chap. 1, Lobbying and advocacy: What does it mean, and why should you do it?; Chap. 2, The rules of engagement by E. Heagy; Chap. 4, Making law: Confessions of an erstwhile legislator by H. Wayne</p> <p>Mintrom, M., & Phillipa, N. (2009). Policy entrepreneurship and policy change. <i>The Policy Studies Journal</i>, 37(4), 649-667.</p>	
<p>Week 3 Sept. 13</p>	<p>Theory: Advocacy coalition</p> <p>Stages of the policy process (problem definition, policy formulation, etc.): Poverty as an example</p> <p>Skill: Building coalitions Guest speaker: Jason Sabo, Senior Vice President of United Ways of Texas & Chief Operating Officer of Frontera 501</p>	<p>Libby, Chap. 5, Ten common elements of successful advocacy campaigns: Steps 1 to 3</p> <p>Sabatier, Chap. 7, The advocacy coalition framework by P. A Sabatier & C. M. Weible</p> <p>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.</p> <p>Community Tool Box developed by the Work Group for Community Health and Development at the University of Kansas: http://ctb.ku.edu/en/tablecontents/index.aspx</p> <p>Chap. 5, Choosing strategies to promote community health and development, especially Sections 5 and 6 on coalition building; Chap. 30, Principles of Advocacy</p> <p>Reich, R. (2011, August 8). Slouching toward a double dip for no good reason. (or, "The most important part of policymaking is getting the problem right.") Available at http://robertreich.org/post/8644148810</p>	<p>Write a one-page paper (1.5 spaced) on either or both topics:</p> <p>(1) Why the Advocacy Coalition (AC) framework is or is not a good fit for social workers engaged in policy practice</p> <p>(2) How you might use the AC framework in conducting your course policy project</p> <p>Policy practice assignment agreement (use form in Appendix C)</p>

<p>Week 4 Sept. 20</p>	<p>Theory: Multiple streams</p> <p>Skill: Writing policy briefs and white papers</p>	<p>Libby, Chap. 6, Ten common elements of successful advocacy campaigns: Steps 4 to 7; 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</p> <p>Sabatier, Chap. 3, The multiple streams framework by N. Zahariadis</p> <p>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 Practices in Mental Health: An International Journal</i>, 1(2), 19-33.</p> <p>See Appendix A for additional readings.</p>	<p>Write a one-page paper (1.5 spaced) on either or both topics:</p> <p>(1) Why the Multiple Streams (MS) framework is or is not a good fit for social workers engaged in policy practice</p> <p>(2) How you might use the MC framework in conducting your course policy project</p> <p>See Appendix A. Be prepared to discuss part 2 of the appendix in class.</p>
<p>Week 5 Sept. 27</p>	<p>Individual meetings and experiential learning</p>	<p>Individual project readings</p>	
<p>Week 6 Oct. 4</p>	<p>Theory: Social construction</p> <p>Class exercise: Changing policy images</p> <p>Skill: Demonstrations, boycotts, and radical action</p> <p>Guest speakers: TBA</p>	<p>Libby, Chap. 7, Ten common elements of successful advocacy campaigns: Steps 8 to 10</p> <p>Sabatier, Chap. 4, Social construction and policy design by H. Ingram, A. L. Schneider, & P. deLeon</p> <p>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.</p>	<p>Write a one-page paper (1.5 spaced) on either or both topics:</p> <p>(1) Is social construction (SC) a preferred framework for social workers engaged in policy practice?</p> <p>(2) How you might use the SC framework in conducting your course policy project</p>

<p>Week 7 Oct. 11</p>	<p>Skill: Legislative advocacy Visiting legislators and other elected officials Testifying before legislatures and other policymaking bodies Class exercise: Critique Fizzy Lizzy (Liz Morrill presents her case against the proposed "obesity tax".) http://www.youtube.com/watch?v=LxJ6QwW5ID4</p> <p>Special interests: Political action committees, lobbyists, proxies, etc.</p> <p>When legislative advocacy fails: Filing suit</p>	<p>Libby, Chap. 10, The 10 steps strike again! Breaking the tire cycle: A campaign with international impact by B. McCue</p> <p>Ohio Municipal League. Tips for testifying, Helpful hints to make your committee experience flawless: http://www.omunileague.org/legislation/TESTIFY%20TIPS%20WEB.pdf</p> <p>Oregon Legislature. How to testify before a legislative committee: http://www.leg.state.or.us/comm/testify.html</p> <p>Utah State Legislature. Testifying before a legislative committee: http://www.le.state.ut.us/documents/aboutthelegislature/TestifyingbeforeaLegislativeCommittee.htm</p>	<p>Go to the Center for Responsive Politics (CRP) Website (http://www.opensecrets.org). (1) Look up your U.S. representative and senators. Report on how much money their campaigns have raised and who their major contributors are. (2) Read one item on the CRP blog on the homepage and write a 150 to 200-word reaction to it.</p>
<p>Week 8 Oct. 18</p>	<p>Theory: Punctuated equilibrium Incrementalism and policy punctuations Brief project reports</p>	<p>Sabatier, Chap. 6, Punctuated equilibrium theory by J. L. True, B. Jones, & F. R. Baumgartner</p> <p>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>	<p>Write a one-page paper (1.5 spaced) on either or both topics: (1) Why the punctuated equilibrium (PE) framework is or is not a good fit for social workers engaged in policy practice (2) How you might use the PE framework in conducting your course policy project</p> <p>Draft of first policy practice product</p>
<p>Week 9 Oct. 25</p>	<p>Individual meetings and experiential learning</p>	<p>Individual project readings</p>	

Week 10 Nov. 1	<p>Theory: Innovation and diffusion</p> <p>Evaluating policy and evaluating policy change efforts</p> <p>Brief project reports (5)</p> <p>Skills: Writing letters to the editor and editorials Using the media Guest speaker: TBA</p>	<p>Libby, Chapter 11, Fighting for justice in cyberspace: The role of technology in advocacy by J. McNutt</p> <p>Coffman, J. (2009, October). Overview of current advocacy evaluation practice. Washington, DC: Center for Evaluation Innovation. http://www.innonet.org/client_docs/File/center_pubs/overview_current_eval_practice.pdf</p> <p>McNutt, J. G. (2009). Electronic advocacy. http://policymagic.org/</p> <p>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</p>	Draft of second policy product
Week 11 Nov. 8	<p>Comparing and synthesizing theories for social work policy practice</p> <p>Class exercise: Comparing theories</p> <p>Brief project reports (5)</p>	<p>Sabatier, Chap. 10, A comparison of frameworks, theories, and models of policy development by E. Schlager</p> <p>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>	Draft of third (and fourth, if applicable) policy product(s)
Week 12 Nov. 15	<p>Skill: Organizing political campaigns and running for office Speaker: TBA</p> <p>Brief project reports (5)</p>	<p>Libby, Chapter 12, So now you have a law: what do you do with it?; Addendum, Understanding the difference between full-time and part-time legislatures</p>	
Week 13 Nov. 22	<p>Individual meetings and experiential learning</p>		Complete policy practice assignments
Week 14 Nov. 29	<p>Course conclusion</p> <p>Display of policy products</p> <p>A thanks to those who have helped us</p>	<p>Sabatier, Chap. 11, Fostering the development of policy theory</p>	Final versions of all assignments and attendance report

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 welcome throughout the term to improve the course.

IX. Additional References (by topic)

General

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Advocacy Coalition Framework

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Innovation and Diffusion

Berry, F. S., & Berry, W. D. (2007). Innovation and diffusion models in policy research. In P. A. Sabatier. *Theories of the policy process* (2nd ed., pp. 223-260.

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Institutional Rational Choice/Institutional Analysis and Development

Akinola, S. R. (2007). Coping with infrastructural deprivation through collective action among rural people in Nigeria. *Nordic Journal of African Studies* 16(1), 30-46: <http://www.njas.helsinki.fi/pdf-files/vol16num1/akinola.pdf>

Sobeck, J. (2003). Comparing policy process frameworks: What do they tell us about group membership and participation for policy development? *Administration & Society*, 35(3), 350-374.

Multiple Streams Theory

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Network approach

Adam, S., & Kriesi, H. (2007). The network approach. In P. A. Sabatier (Ed.). *Theories of the policy process* (2nd ed., pp. 129-154). Boulder, CO: Westview Press.

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Punctuated Equilibrium

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True, J. L. (2000). Avalanches and incrementalism: Making policy and budgets in the United States. *The American Review of Public Administration*, 30(1), 3-18.

Social Construction

Farrell, A., & Fahy, S. (2009). The problem of human trafficking in the U.S.: Public frames and policy responses. *Journal of Criminal Justice*, 37(6), 617-626.

Brucker, D. L. (2009). Social construction of disability and substance abuse within public disability benefit systems. *International Journal of Drug Policy*, 20(5), 418-423.

The social construction chapter in the Sabatier book provides tables with examples of applications of social construction theory to many topics directly relevant to social work.

Appendix A: Writing Policy Briefs and White Papers

1. Many guides are available for writing policy briefs. The approaches suggested vary. Review these three examples:
 - 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. Written Criteria for Policy Briefs by Bob Ford:
<http://resweb.illu.edu/rford/courses/ESSC500/minipapers.html>
 - d. Writing Position Papers:
<http://www.studygs.net/wrtstr9.htm>
 - e. Creating the Perfect White Paper:
<http://whitepapertemplate.net/>

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 listed above.
 - a. Hira, R. (2010, February 17). Bridge to immigration or cheap temporary labor? The H01B & L-1 Visa Programs are a source of both. Washington, DC: Economic Policy Institute. Available at
http://epi.3cdn.net/60b75ba377ebc081b5_hem6b5qjc.pdf
 - 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/sites/default/files/docs/Solutions_Paper_032310.pdf
 - 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. Here are other examples of policy briefs 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/usr_doc/LTSS_Policy_Brief_.pdf

Neuberger, Z. (2010, June 4). WIC Food Package Should Be Based on Science: Foods with New Functional Ingredients Should Be Provided Only If They Deliver Health or Nutritional Benefits. Washington, DC: Center on Budget and Policy Priorities. Available at <http://www.cbpp.org/files/6-4-10fa.pdf>

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/new.items/d10919t.pdf>

Appendix B: Attendance Report

Name _____

The definition of attended a class session is that you were present for the entire session (neither arrived more than 10 minutes late nor left more than 10 minutes early). Unless you are ill or have an (unforeseen) emergency, the first absence results in 5 points subtracted from your final grade and the second in 10 points subtracted from the final grade. Generally, missing more than two 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	
1	Aug. 30	Yes	No
2	Sept. 6	Yes	No
3	Sept. 13	Yes	No
5	Sept. 28	Yes	No
6	Oct. 5	Yes	No
7	Oct. 12	Yes	No
8	Oct. 19	Yes	No
10	Nov. 2	Yes	No
11	Nov. 9	Yes	No
12	Nov. 16	Yes	No
14	Nov. 30	Yes	No

The above is a true reporting of my class attendance.

 Signature

 Date

Appendix C: Plan for Policy Practice Assignments

Your name

Topic of interest

Name of organization, group, coalition, agency, or office of elected or appointed official (if relevant):

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

Two to four main learning objectives you wish to achieve during the semester:

- 1.
- 2.
- 3.
- 4.

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

Two to four policy practice products you plan to produce:

- 1.
- 2.
- 3.
- 4.

Additional comments, concerns, etc. (continue on back or attach an additional page if needed).