

The University of Texas at Austin
Steve Hicks School of Social Work

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Unique Number:	61700		
Semester:	Fall 2018		
Meeting Place:	SSW 2.130		
Meeting Time:	W 2:30-5:15 pm		

Advanced Policy Practice

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

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

IV. Required Text and Materials

Required

Roth, Alisa (2018) *Insane: America's Criminal Treatment of Mental Illness*. New York, NY: Hachette Book Group

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

Recommended

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

V. Course Requirements

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

A. Group Policy Practice Project – Reducing the Number of People with Mental Illness in the Justice System

The Policy Practice Project includes a series of actions performed in collaboration with peers and policy-oriented organizations and a series of products that support this work. The objective is to learn to become an effective change agent by applying principles derived from various theories of the policy process and policy change and from the day-to-day world of politics to promote policies that you believe will result in a more just society. The project is designed to include research on policy problem identification and solutions and to promote change using skills developed during the course. Among the competencies or skills that will be learned are policy research, problem definition, framing issues for various audiences, and identifying or creating windows of opportunity to promote change. The class project is intended to help students understand how the ambiguity of the policy environment often trivializes the importance of research, and students will learn to work within this uncertain environment with new skills to overcome ambiguity and build urgency for change. (see Appendix A for the grading rubric for the project)

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

1. [By week 4 \(Sept. 19\)](#): A problem statement backed by facts and citations (No more than two pages).
2. [By week 5 \(Sept. 26\)](#): A 1- to 2-page fact sheet that includes a policy solution or solutions to the problem and communicates urgency. Bullet each point. Each point and the solution should be empirically

- supported with a source/s cited for each.
3. **By week 7 (Oct. 10):** A 4 – 5 page summary of interviews with experts on the various points in the sequential intercept model. Each group is responsible for identifying and interviewing five experts. At least two of the interviews should be with people who have direct influence over policy or funding. Work with the instructor to gain introductions to experts and begin scheduling interviews by the second or third week of class. One of the interviews should be conducted as a group in the field. [This should include a tour so that the group can gain first-hand knowledge of how various entities attempt to address the problem.](#) Also, each group should ask about the impact of the problem and potential impact of the solution in terms of people impacted, other social problems, or financial costs. Ask about the availability of data to conduct impact analysis, as this will be a required element in the policy brief. When conducting interviews, note when the expert(s) have views that vary from either the group's sense of the problem/solutions or when the views contradict other experts. Ask yourself why that may be and note it in your findings. Be prepared to conduct follow-up interviews with experts when you hear differing views and attempt to determine the reasons these views contradict – whether it be a matter of policy core beliefs or different interpretations of the evidence.
 4. **By week 8 (Oct. 17):** A Policy Brief (5 – 10 pages). At this stage, each group will have completed a problem and solution statement, conducted interviews, and gained input from the team. It is time to weave these together into a policy brief. The brief will contain problem/solution statement that has been revised based on instructor, class, and expert input. The remaining element required within the brief is the estimated impact of the solution. While conducting research and interviews, the extent to which a problem impacts human lives, begets other social problems, and produces avoidable costs to society should have become clear. Also, the interview teams will have asked for access to data. Each group should then estimate the extent to which the policy change will address each of these factors. How many people will be impacted? What other social problems might it address? What are the costs/cost savings?
 5. **By week 10 (Oct 31)** It's time to focus on communications. The policy briefs have been submitted, so you have a clear policy proposal. To amplify this solution and create a call to action, groups and individual class members must:
 - a. Write an op-ed, press release, or letter to the editor
 - b. Use social media to highlight the problem/solution using VPSA format.
 8. **Week 15 (Dec. 5):** The class will collaboratively decide on a final advocacy project. It can be a seminary with invited guests designed to influence policy development. It can be supporting a specific policy proposal. It can be a training on advocacy strategy to an interested group(s). You will have time in and out of class to plan this project.

Policy Team Meetings: We will facilitate periodic team meetings to discuss progress, and to invite input from all class participants. All individual group activities and products will coalesce into one final product and advocacy effort, so it is essential to gain input and feedback from all class members. Come ready to present findings, ask questions, offer feedback, and propose ideas. Each individual group is expected to incorporate class feedback into their work product.

B. [Policy Change Strategy Document – What's your Theory of Change?](#) (See Appendix B for Grading Rubric)

Kurt Lewin also wrote, "There is nothing so practical as a good theory." Based on what you have learned about the theories of policy change, each student will adopt a theory and develop a strategy for adopting the solution(s) described in your policy briefs.

1. The theory selection must be logical and based on the following factors:
 - What venue is ideal for changing the policy (local government, state agency, state government, national government, judiciary, or a combination)?
 - What organizations, groups, coalitions, and/or individuals will implement the change effort?
 - What are their media capabilities?
 - What are their internal capabilities to create, identify, and act on policy windows?
 - Do the groups have strong alliances with other groups that similarly want to achieve the goal?

- Are these allies in a position to directly influence policy change?
- Is there a distinct group of individuals directly impacted by the policy that can be mobilized to act?

Based on these factors, select a theory of change that best fits the policy landscape and strengths/weaknesses of the key groups that would be responsible for carrying out the change. If you are uncertain of the capabilities of the various groups, describe the resources/capabilities that would be necessary to carry out the strategy according to the theory of change you select. Describe how you evaluated the factors and arrived at the appropriate theory of change. (Use Pathways for Change to help guide you through this process)

2. Next, describe your strategy using the key facets of the theory of change you adopt. Create a step-by-step guide that interested groups can follow to achieve policy change within a two-year time frame.

All papers much include at least three citations referencing policy theories.

C. Reflection Paper: A brief paper reflecting on your experiences and insights gained during the semester:

- Insights from the Alisa Roth book and class project on the problem of incarcerating such massive numbers of people with mental illness. How you intend to address this problem as a macro-social work/policy practitioner
- Your specific participation in the class. Please honestly evaluate your level of attendance, participation, and contribution. Provide key examples to support that evaluation.
- Competencies gained and areas where you'd still like to grow
- Your personal vision for systemic change, and your commitment to making that vision a reality in your career.
- Include attendance report.

D. Grading scale

Grades for the class projects are as follows:

65% - Group Policy Practice Project

15% - Policy Change Strategy Document

10% - Reflection Paper

10% - Participation (in addition to attendance policy, all students are required to participate in class, complete course readings, fully contribute to group projects, and complete the final advocacy project as a team).

VI. Grades

A=	94.0-100	C=	74.0-76.999
A-=	90.0-93.999	C-=	70.0-73.999
B+=	87.0-89.999	D+=	67.0-69.999
B=	84.0-86.999	D=	64.0-66.999
B-=	80.0-83.999	D-=	60.0-63.999
C+=	77.0-79.999	F=	59.999 & below

VII. Class Policies

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

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

Submitting assignments:

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

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

Canvas: The Canvas website will be used for some class functions, and some course communication will

also be done via e-mail through the Canvas site. Also see UT's policy on email below in section B.

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 <https://cmhc.utexas.edu/>.

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

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

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

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

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

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

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

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

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

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

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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

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

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

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- ▯ Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- ▯ If you require assistance to evacuate, inform the professor in writing during the first week of class.
- ▯ In the event of an evacuation, follow the professor’s instructions.
- ▯ Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. 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 instructors may request feedback from students at other points during the term. Students’ input is welcomed throughout the term to improve the course.

X. Additional Reading

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

XI. Course Calendar

Week	Topics	Readings	Assignments Due
Week 1 Aug. 29	<p>Introductions and course overview</p> <p>Form Teams</p>	Chapter 1 - Insane	
Week 2 Sept. 5	<p>Policy Teams</p> <p>Panel Discussion: Mental Health and Criminal Justice – Dr. Lynda Frost, Greg Hansch (NAMI TX)</p> <p>Libby’s ten steps for advocacy</p> <p>How to submit a data request</p>	<p>Kennedy-Hendricks, A, et al, (2016) Improving Access to Care and Reducing Involvement in the Criminal Justice System for People with Mental Illness, <i>Health Affairs</i>, V. 35, No. 6,</p> <p>Interim Committee Report to the 85th Legislature, House Select Committee on Mental Health: https://house.texas.gov/_media/pdf/committees/reports/84interim/Mental-Health-Select-Committee-Interim-Report-2016.pdf</p> <p>Resource: A Guide to Understanding Mental Health Systems and Services in Texas, 3rd Ed – 2016, Hogg Foundation for Mental Health: http://hogg.utexas.edu/wp-content/uploads/2016/11/Mental-Health-Guide-2016.pdf. (check out Pages 17 – 47 for a Texas Landscape)</p> <p>Chapter 2 - Insane</p>	No Assignments Due – Teams Researching.

Week	Topics	Readings	Assignments Due
Week 3 Sept. 12	<p><u>Theories of Change</u></p> <p>Multiple Streams</p>	<p>Cairney, P. Policy concepts in 1,000 words: Multiple streams analysis. Available at https://paulcairney.wordpress.com/2013/10/31/policy-concepts-in-1000-words-multiple-streams-analysis/.</p> <p>Also listen to the related podcast.</p> <p>Jeon, Y., & Haider-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.</p> <p>Kubiak, S. P., Sobek, 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>Chapter 3 - Insane</p>	<p>No Assignment Due – Teams Researching and Interviewing</p> <p>Begin Scheduling Interviews</p>
Week 4 Sept. 19	<p><u>Theories of Change</u></p> <p>Policy Entrepreneurism vs. Social Justice Advocacy</p> <p>What is the role of Grassroots Organizing?</p> <p>How to Write a Policy Brief (Measuring Impact of Policy)</p>	<p>Mintrom, M., & Phillipa, N. (2009). Policy entrepreneurship and policy change. <i>The Policy Studies Journal</i>, 37(4), 649-667. (Find through UT Online Library)</p> <p>Cairney, P. Three habits of successful policy entrepreneurs. Available at https://paulcairney.files.wordpress.com/2017/06/cairney-pp-practical-lessons-policy-entrepreneurs-revised-5-june-17.pdf</p> <p>Klugman, B. (2011). Effective Social Justice Advocacy: A Theory of Change Framework for Assessing Progress. <i>Reproductive Health Matters</i>, 19(38), 146-162. (Find through UT Online Library)</p> <p>Chapter 4 – Insane</p>	<p>Submit problem statement (backed with data and research)</p>

Week	Topics	Readings	Assignments Due
Week 5 Sept. 26	<p><u>Theories of Change</u></p> <p>Advocacy Coalition Theory</p> <p><u>First Policy Team Meeting – Update on Research and Proposed Solutions – Each group prepared to discuss current findings and request input from classmates.</u></p>	<p>Cairney, P. Policy concepts in 1,000 words: Advocacy Coalition Framework. Available at https://paulcairney.wordpress.com/2013/10/30/policy-concepts-in-1000-words-the-advocacy-coalition-framework/</p> <p>Also listen to the related podcast.</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, Work Group for Community Health and Development, University of Kansas: http://ctb.ku.edu/en/tablecontents/index.aspx, Chap. 5, Choosing strategies to promote community health and development, especially Sections 5 and 6 on coalition building</p> <p>Chapter 5: Insane</p>	<p><u>Submit Solution Statement to Address Problem</u></p>
Week 6 Oct. 3	<p><u>Field Trips</u> – Each Group Schedules Tours/Interviews for Group Project (at least five interviews per group and one field experience)</p>	<p>Chapter 6: Insane</p>	

Week	Topics	Readings	Assignments Due
Week 7 Oct. 10	Theories of Change – Punctuated Equilibrium & Diffusion of Innovation	<p>Cairney, P. Policy concepts in 1,000 words: Punctuated Equilibrium theory. Available at https://paulcairney.wordpress.com/2013/10/29/policy-concepts-in-1000-words-punctuated-equilibrium-theory/ Also listen to the related podcast.</p> <p>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.</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>Cairney, P. Politics & Public Policy: The Politics of Evidence-Based Best Practices, https://paulcairney.wordpress.com/2013/11/23/why-is-evidence-based-policymaking-criticised-by-policy-scholars/. AND The Intersection Between Evidence and Policy Transfer, https://paulcairney.wordpress.com/2016/02/10/policy-concepts-in-1000-words-the-intersection-between-evidence-and-policy-transfer/.</p> <p>Makse, T. & Volden, C. (2011). The Role of Policy Attributes in the Diffusion of Innovations. Vol.73, No. 1, pp. 108-124</p> <p>Mintrom, Michael (1997). Policy Entrepreneurs and the Diffusion of Innovation. <i>American Journal of Political Science</i> Vol. 41, No. 3, pp. 738-770. (For discussion about ethics and pitfalls)</p> <p>(Lots of reading for this class – feel free to lay down the Roth book this week)</p>	<p><u>Expert Testimony: Submit a summary of all interviews.</u></p>

Week	Topics	Readings	Assignments Due
Week 8 Oct. 17	<p>Advocacy – Putting Theory into Practice</p> <p>Policy Team Meeting: Each team discusses policy brief. Strategy session – ideas for final semester advocacy project.</p>	<p>Sarah Stachowiak, ORS Impact, Center for Evaluation Innovation (2013). 10 Theories to Inform Advocacy and Policy Change Efforts. http://www.evaluationinnovation.org/sites/default/files/Pat_hways%20for%20Change.pdf.</p> <p>Libby, Pat, Ten Common Elements of Successful Advocacy Campaigns: https://us.sagepub.com/sites/default/files/upm-binaries/41868_6.pdf.</p> <p>Chapter 7: Insane</p>	<u>Submit Policy Brief</u>
Week 9 Oct. 24	<p>Communications Framing</p> <p>Media Strategies</p> <p>Guest Speaker: Lindsey Linder, Policy Attorney Extraordinaire</p> <p>Teams: Develop VPSA</p>	<p>The Opportunity Agenda, Vision, Values, and Voice: A Communications Toolkit. https://opportunityagenda.org/sites/default/files/2017-04/oa_toolkit.pdf</p> <p>Ryan, C., & Gamson, W. (2006, Winter). The art of reframing political debates. <i>Contexts</i>. Available at http://journals.sagepub.com/doi/pdf/10.1525/ctx.2006.5.1.13</p> <p>Peruse website of Frameworks Institute, including specific topics of interest: http://www.frameworksinstitute.org</p> <p>Chapter 8: Insane</p>	
Week 10 Oct, 31	<p>Electronic Strategies for Advocacy</p> <p>Workshop – Applying Electronic Media Strategies to Your Project, with Guest Facilitator, Nick Hudson, ACLU</p> <p>Class Project: Develop website to contain policy briefs, communications materials, and calls-to-action.</p>	<p>Community Toolbox. Using Social Media for Digital Advocacy. https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main.</p> <p>People and Technology Can Beat the Lobbyists: Marci Harris at TEDxMidAtlantic - https://www.youtube.com/watch?v=5aKyYR-iWpc.</p> <p>Peruse McNutt, J. G. (2009). Electronic advocacy. http://policymagic.org/ (Search for useful links to share with group)</p> <p>Urban Institute (2017) A Matter of Time: The Causes and Consequences of Rising Time Served in America’s Prisons http://apps.urban.org/features/long-prison-terms/intro.html (How does the interface with this report do more than merely present facts?)</p> <p>Chapter 9: Insane</p>	<p>All Teams: <u>One Communications Product Due</u> for Review – Press Release, Op-Ed, or Letter of the Editor</p> <p>Everyone: <u>At least three tweets or social media posts using VPSA</u> (connect to article or posts related to your policy project)</p> <p>Don’t forget to tag me: @dougsmithmssw</p>

Week	Topics	Readings	Assignments Due
Week 11 Nov. 7	Local/County Venue Shopping Class: Planning final advocacy project	<p>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.</p> <p>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> <p>Zaun, N., Roos, C., & Gülzau, F. (2016). Circumventing deadlock through venue shopping: Why there is more than just talk in US immigration politics in times of economic crisis. <i>Journal of Ethnic and Migration Studies</i>, 42(10), 1590-1609.</p> <p><i>Chapter 10: Insane</i></p>	
Week 12 Nov. 14	Leading Others to Policy Greatness Effective Testimony Committee Strategy Leadership Class – Planning Final Advocacy Project	<p>Ohio Municipal League. Tips for testifying, Helpful hints to make your committee experience flawless: http://www.omlohio.org/Publications/tipsfortestifying.pdf</p> <p>Oregon Legislature. How to testify to a legislative committee: https://www.oregonlegislature.gov/committees/Pages/How-To-Testify.aspx</p> <p>Utah State Legislature. How to testify in a committee: http://le.utah.gov/documents/aboutthelegislature/TestifyingbeforeaLegislativeCommittee.htm</p> <p>Chapter 11: Insane</p>	<u>Policy Change Strategy Document</u>

Week	Topics	Readings	Assignments Due
Week 13 Nov. 21	Skill Building – What have we missed? Class – Planning Final Advocacy Project	Chapter 12: Insane	
Week 14 Nov. 28	Thanksgiving holiday	Have a great time with friends and family! Complete Insane	
Week 15 Dec. 5	Group Advocacy Effort – Reducing the Population of People with Mental Illness in Jails and Prison by Half By 2030. Instructor survey		<u>Due: Reflection Paper</u>

XII. BIBLIOGRAPHY

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Utah State Legislature. How to testify in a committee:
<http://le.utah.gov/documents/aboutthelegislature/TestifyingbeforeaLegislativeCommittee.htm>

Appendix A: Grading Rubric for Group Policy Practice Project

Criteria	Excellent	Good	Fair	Poor
Clearly defined problem substantiated with research	Demonstrates exceptional ability to define the problem in a way others can understand and is backed by the latest empirically validated evidence 94-100 points	Demonstrates sufficient/adequate ability to define the problem in a way others can understand and is backed by the latest empirically validated evidence 84-93 points	Demonstrates some but insufficient ability to define the problem in a way others can understand and is backed by the latest empirically validated evidence 74-83 points	Demonstrate little to no ability to define the problem in a way others can understand and is backed by the latest empirically validated evidence 0-73 points
Viable and creative strategies for addressing the policy problem and promoting justice	Strategies for addressing the policy problem are excellent in terms of viability, creativity, and promoting justice 94-100 points	Strategies for addressing the policy problem are sufficient/adequate in terms of viability, creativity, and promoting justice 84-93 points	Strategies for addressing the policy problem present some but not sufficient ideas in terms of viability, creativity, and promoting justice 74-83 points	Strategies for addressing the policy problem are not sufficient in terms of viability, creativity, and promoting justice 0-73 points
Professional writing skills (clarity, organization, grammar, punctuation, referencing)	Writing skills are excellent with regard to expressing ideas, grammar, punctuation, and referencing 94-100 points	Writing skills are sufficient/adequate with regard to expressing ideas, grammar, punctuation, and referencing 84-93 points	Writing skills are fair with regard to expressing ideas, grammar, punctuation, and referencing 74-83 points	Writing skills are poor with regard to expressing ideas, grammar, punctuation, and referencing 0-73 points

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

Appendix B: Grading Rubric for Policy Change Strategy Document

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

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

Appendix C: Attendance Report

Name: _____

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

Week	Date	Attended (circle yes or no)	If no, indicate reason if you wish
1	Aug. 29	Yes No	
2	Sept. 5	Yes No	
3	Sept. 12	Yes No	
4	Sept. 19	Yes No	
5	Sept. 26	Yes No	
6	Oct. 3	Yes No	
7	Oct. 10	Yes No	
8	Oct. 17	Yes No	
9	Oct. 24	Yes No	
10	Oct. 31	Yes No	
11	Nov. 7	Yes No	
12	Nov. 14	Yes No	
13	Nov. 21	Thanksgiving holiday	NO CLASS
14	Nov. 28	Yes No	
15	Dec. 5	Yes No	

The above is a true reporting of my class attendance.

Signature