The University of Tennessee, Knoxville
Ccllege of Social Work

SW 548 – Advanced Change Management and Policy Practice
Section 001
3 credit hours
Spring 2018

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Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

The University of Tennessee is a committed to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the

campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability

If you need course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
This course focuses on skills development in advanced policy practice and change at organizational, administrative and legislative levels and on multiple levels of advocacy and lobbying strategies. Students will learn to demonstrate the analytic, theoretical and value assessment skills that enable social workers to evaluate selected organizational, state and national policies and apply change strategies. Social work ethics and the concepts of human rights, economic, environmental and social justice to policy analysis, development and change strategies. The role of political/social/economic theories, ideologies, and values that shape policy is discussed. This course is based on the ethical responsibility of social workers to engage in policy and advocacy practice as well as positive change management. Students' selected areas of social policy will be emphasized. Current policy issues will be examined as well as

contemporary perspectives on human rights and social justice.

Course Rationale

This course will instruct students in the traditions of social work change and the empowerment of clients from within an organizational system and as an individual change agent. Topics addressed will include advanced advocacy skills, coalition building in order to impact legislation, policy research, congressional testifying, policy development and analysis at organizational/local/state/federal levels, use of information technology and social media in bringing about change, and organizational government relations. Empowerment of recipients of service and implementation science will be addressed.

Course Competencies

By the completion of this course, students are expected to be able to:

1. Demonstrate the advanced skills of advocacy and social change strategies with and on behalf of client/client systems, advocate for culturally relevant services and programs for clients through legislative advocacy at all levels of government agencies and private human service agencies. Particular focus on the elimination of potential barriers to services and programs. OL 5.1, 5.2, 5.3*(Content: individual, agency or group advocacy; various types of policy practice in organizations, governmental entities, coalition building to impact legislation, advocacy for and within various sectors; advocate for human rights, economic, environmental and social justice).*

2. Demonstrate advanced policy research and analysis in the arena of social welfare, governmental, quasi-governmental, nonprofit and for profit service agencies, analyze organizational and social problems and the policies designed to alleviate or prevent them. OL 4.1, 5.1, 5.2, 5.3 *(Content: planned change management, problem solving skills; goals and objectives of organizational and governmental policies).*

3. Apply critical thinking skills in evaluating policies and practices in organizations, governmental entities and other institutions. OL9.1, 5.1, 5.2. 5.3 *(Content: social and organizational problems; research informed policies; policy responses to nonprofit trends/regulations, stages of the legislative process; stages of policy making process within organization; s).*

4. Utilize a planned change strategy in legislative and organizational contexts. This includes the ability to develop a plan of advocacy and social change that can focus on local, national or global concerns of an at-risk population. The change strategies

promote social, environmental and economic justice. The change strategies consider methods of combating discrimination, or increasing access to resources. Technological resources and methods will be understood and utilized. OL 3.1, 3.2,5.1,*(Content: appropriate targeting of systems at different levels of the problem as well as implementation procedures local and state legislatures and processes, assure that human rights are respected and advocated for, consideration of environmental and economic justice).*

5. Evaluate a change management strategy, the progress of the strategy, and the adaptation of the strategy to a changing policy environment and consider changing the strategy when necessary to adapt to complex situations. OL 3.1, 3.2, 6.1, 7.4 *(Content: planning process to assure social justice and human rights are protected, develop change strategies that involve and impact individuals, families, groups, organizations and communities; creation of policy practice strategy across substantive groups, such as health, education, welfare, housing, children, aging---elders, income security, social, economic, and environmental justice within the parameters of the values and ethics of social work).*

6. Recognize and plan for the resolution of ethical dilemmas that arise when implementing various strategies for change in organizations and legislative bodies. OL 1.1, 1.2, 1.3 *(Content: barriers and supports for different strategies; forward planning and recognition of coercive and harmful strategies to client systems).*

7. Design strategies and tactics to target change in organizations and/or legislative policies that assure culturally responsive and integrated systems for clients. OL 6.1, 7.1, 8.1, 8.2 *(Content: types of strategies for change; the media, social media outlets; addressing decision-makers, letter, phone, and email campaigns, and evaluation of the effectiveness of these tactics).*

8. Understand implementation science as it relates to evidence based policies and practices within government and human service agencies. Students will address "research-to-program" gaps, which exist when research evidence is not adequately or appropriately considered and integrated in the development of welfare policy. OL 4.1, 4.3, 9.4 (*content: implementation drivers, efforts to utilize fragmented small-scale studies with little coordination and communicate for broader dissemination of results, best practices, and lessons learned to strengthen the practice of human services; evaluation of policies impacting individuals, families, groups, organizations and communities).*

Pedagogy

This course is grounded in experiential learning via (1) semester-long, small group, policy change projects, and (2) the application of concepts to field placement, employment, or volunteer sites through organizational analysis and strategies for addressing implementation science. Part of each class will be structured as an experience laboratory, where real progress, problems, and strategies from ongoing projects are raised by students or groups for feedback and discussion with the class.

This class uses teaching strategies that value active and engaged learning (e.g., discussion, group work, simulations, peer review, student leadership). Certain scholarly values are expected. These include thorough and thoughtful reading of the assigned material, active contribution of ideas and insights to class discussion and activities, professional respect of others' contributions, and a striving towards academic rigor in all course related activities.

Attendance and Participation

Students are expected to attend every class session and participate actively. Contact the instructor **by e-mail** (jerwin6@vols.utk.edu) if circumstances interfere with class attendance.

Policy on Cell Phones

All cell phones should be silenced and put away during class.

Course Assignments

A brief description of course assignments is below. Detailed instructions and criteria begin after the weekly Course Outline and Reading List in this syllabus.

Assignment	% of Grade	Due Date	Time	Via
Class and Group Participation	15%	Ongoing	N/A	N/A
Policy Practice Project				
Policy Brief	N/A	Feb 6	By Noon	Canvas
Policy Change Plan	25%	Feb 20	By Noon	Canvas
Final Presentation	10%	April 24	In Class	N/A
Project Portfolio	25%	April 27	Anytime	Canvas

Organizational Change Plans   25%   April 13   Anytime   Canvas

Class and Group Participation (15%). Thoughtful and engaged participation in class activities and group projects is expected of every student. Two-thirds of the student's participation grade will be based on attendance and the instructor's assessment of in-class participation. The other third will be based on peer assessment of the student's participation and contributions to the group policy practice project.

Policy Practice Project (60% total) (CC 1, 2, 3, 4, 5, 6, 7; DI: knowledge, values, skills, cognitive and affective processes). The policy practice project is the main component of this course. It is a semester-long group project, involving several hours per week for the duration of the semester. The project is intended to involve students actively in an advocacy effort aimed at changing social policy that affects disadvantaged or vulnerable populations. The system level targeted for change can be organizational, local, or state.

As a class, we will form project groups during Week 2. Students are expected to bring project ideas for class discussion (see Work Product Due for Week 2). Once groups are established, students are expected to "hit the ground running" to analyze policy, develop a plan, and implement change strategies within the timeframe of the semester.

During the policy project, students will engage in advocacy activities and reflect on and critically evaluate their advocacy effort and their own effectiveness. Some class time may be allocated for the project, but students will need to meet regularly outside of class each week. The project consists of one ungraded assignment (Policy Brief) and the following three graded assignments:

> **Policy Change Plan (25%)** (CC: 1, 2, 3, 4; DI: knowledge, skills, cognitive and affective processes). This planning paper details the need for policy change and the proposed policy change plan, including all strategies considered and the rationale for those selected, which the group will then implement through the duration of the semester.

> **Final Presentation (10%)** (CC: 1, 4, 5; DI: values, skills). The final presentation consists of an individual PechaKucha presentation about the student's own experiences with and reflections on the policy change process.

> **Project Portfolio (25%)** (CC: 1, 4, 5, 6, 7; DI: values, skills, cognitive and affective processes). This portfolio provides comprehensive documentation and analysis of the

group policy project, including the implementation process, evaluation, and final status and outcomes of the change effort.

Organizational Change Plans (25%) (CC: 2, 3, 4, 7, 8; DI: knowledge, skills, cognitive and affective processes). This is an individual assignment that produces two documents, professionally formatted as products that could be given to the student's field placement or another organizational setting. The first will assess the state of implementation science at the organization, and the second will assess the state of empowerment of clients at the same organization. Each will include a change plan for how to address gaps or opportunities for change that may exist.

Note: On-time submission of all assignments is expected. Late assignments will not be accepted without prior approval from the instructor.

Grading Scale

A	94 – 100	Outstanding/superior. Exceptional performance. Student consistently exceeds course expectations.
A-	90 – 93	Very good. Well above satisfactory performance. Student consistently meets, and often exceeds, normal expectations for the course.
B+	87 – 89	Good. Above satisfactory performance. Student consistently meets, and occasionally exceeds, normal expectations for the course.
B	84 – 86	Average. Satisfactory performance. Student consistently meets normal expectations for the course.
B-	80 – 83	Below average. There is unevenness in grasping course content. Student is inconsistent in meeting course expectations.
C	70 – 79	Poor. There is lack of understanding of course content. Student does not meet course expectations. Performance is below the standard expected of graduate students.
F	69 and below	Very poor. There is a lack of attendance or incomplete assignments. Course expectations are not met. Extremely unsatisfactory performance.

Readings

Required: Libby, P., & Associates (2012). *The Lobbying Strategy Handbook: 10 Steps to Advancing Any Cause Effectively.* Los Angeles, CA: SAGE Publications.

All other readings will be available via Canvas.

Syllabus Note

This syllabus is subject to change at the discretion of the instructor, for the purpose of enhancing student learning as needed during the course of the semester.

Course Outline

Details for book titles and journal articles are provided in the Reading List following this section.

Week	Date	Topic	Readings Due	Work Product or Assignment Due
1	Jan 16	Introduction	• Libby, Chapter 2: The Rules of Engagement • Libby, Chapter 8: The 10 Steps in Action (pages 165-181, only; Appendix of Chapter 8 is optional)	Closely review the syllabus and sample policy projects on Canvas before class and bring questions with you. Remember that exact assignments and criteria may differ this year from previous years. See assignment details in this year's syllabus.
2	Jan 23	Policy Analysis I	• Libby, Chapter 5: Ten Common Elements of Successful Advocacy Campaigns: Steps 1 to 3 (pages 103-116, only) • Bardach (pages 1-15): Define the Problem and Assemble Some Evidence	Bring a **hard copy** of 1-2 social problem or issues written in the form of a 1 sentence Bardach problem definition, with a short accompanying paragraph (see Bardach handout for examples). These should be problems/issues that interest you and which could possibly be the basis for a semester-long policy project. We will form project groups in class this week.
3	Jan 30	Policy Analysis II	• Lens (2005)	None

			• Watch 20 minute video "The Art and Craft of Policy Briefs": http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/video	
4	Feb 6	Planning Change	• Rocha, Chapter 2: Essentials of the Planning Process	Ungraded **Policy Brief** is due via Canvas by Noon today.
5	Feb 13	Education and Awareness	• Libby, Chapter 5: Ten Common Elements of Successful Advocacy Campaigns: Steps 1 to 3 (pages 116-125, only) • Libby, Chapter 11: Fighting for Justice in Cyberspace • TIRRC (n.d.) • Shipley (2004)	As a group, prepare a **draft Fact Sheet** for your project, and bring 5 hard copies to class.
6	Feb 20	Coalition Building Empowerment of Clients	• Libby, Chapter 6: Ten Common Elements of Successful Advocacy Campaigns: Steps 4 to 7 • Garcia et al. (2014) • Silverman et al. (2015)	**Policy Change Plan** is due via email by Noon today.
7	Feb 27	Legislative Advocacy	• Libby, Chapter 4: Making Law: Confessions of an Erstwhile Legislator • Libby, Chapter 7: Ten Common Elements of	None

			Successful Advocacy Campaigns: Steps 8 to 10	
			• Raines & Ellis (2014)	
8	Mar 6	Implementation Science I	• Cabassa (2016) • Aarons, Hurlburt, & Horwitz (2011)	None
9	Mar 13	Spring Break	• None	None
10	Mar 20	Group Work Travel for Social Work Day on the Hill (optional) **Note:** Subject to change pending final schedule for Social Work Day on the Hill.	• None	None
11	Mar 27	Implementation Science II	• Powell et al. (2015)	None
12	Apr 3	Evaluating and Monitoring Change	• Libby, Chapter 12: So Now You Have a Law	None
13	Apr 10	International Examples	• Libby, Chapter 10: The 10 Steps Strike Again! Breaking the Tire Cycle	**Organizational Change Plans** due via Canvas by Friday, April 14.
14	Apr 17	Social Workers in Politics and Policy Change	• Lane & Humphreys (2011)	Each group should come prepared to discuss the **final status and outcomes** of its policy change effort.
15	Apr 24	Presentations	• None	**Final Presentations** will take place during class.
		Project Portfolios are due via Canvas by Friday, April 27		

Reading List

1. Aarons, G. A., Hurlburt, M., & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. *Administration and Policy in Mental Health, 38*, 4-23.

2. Bardach, E. (2009). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York, NY: Chatham House Publishers.

3. Cabassa, L. J. (2016). Implementation science: Why It matters for the future of social sork. *Journal of Social Work Education*, *52*:Sup1, S38-S50.

4. Cheezum, R. R., Coombe, C. M., Israel, B. A., McGranaghan, R. J., Burris, A. N., Grant-White, S….Anderson, M. (2013). Building community capacity to advocate for policy change: An outcome evaluation of the Neighborhoods Working in Partnership Project in Detroit. *Journal of Community Practice, 21,* 228-247.

5. Garcia, A. P., Minkler, M., Cardenas, Z., Grills, C., & Porter, C. (2014). Engaging homeless youth in community-based participatory research: A case study from Skid Row, Los Angeles. *Health Promotion Practice, 15*(1), 18-27.

6. Lane, S. R., & Humphreys, N. A. (2011). Social workers in politics: A national survey of social work candidates and elected officials. *Journal of Policy Practice, 10*(3), 225-244.

7. Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*, *50*(3), 231-238.

8. Libby, P., & Associates (2012). *The Lobbying Strategy Handbook: 10 Steps to Advancing Any Cause Effectively.* Los Angeles, CA: SAGE Publications.

9. Powell, B. J., Waltz, T. J., Chinman, M. J., Damschroder, L. J., Smith, J. L., Matthieu, M. M., Proctor, E. K., & Kirchner, J. E. (2015). A refined compilation of implementation strategies: Results from the Expert Recommendations for Implementing Change (ERIC) project. *Implementation Science, 10:*21. doi: 10.1186/s13012-015-0209-1

10. Raines, L. & Ellis, A. (2014). Lessons learned from a Maryland citizen advocacy group's experience in impacting health reform: The seven Cs of effective citizen advocacy. *Journal of Social Work in Disability & Rehabilitation, 13*(1-2), 21-30.

11. Rocha, C. (2007). *Essentials of Social Work Policy Practice*. Hoboken, NJ: Wiley & Sons

12. Shipley, D. (2004, Feb. 1). And now a word from Op-Ed. New York Times, Section 4, p. 11. http://www.nytimes.com/2004/02/01/opinion/and-now-a-word-from-op-ed.html

13. TIRRC (n.d.). *Spokesperson Training: How to Talk about Comprehensive Immigration Reform.* Knoxville, TN: TIRRC.

Policy Practice Project

Overview

The policy practice project is the experiential center of this course. It is a semester-long group project, involving several hours per week for the duration of the semester. The project is intended to involve students actively in an advocacy effort aimed at changing social policy that affects disadvantaged or vulnerable populations. **The system level(s) targeted for change can be at the organizational, local, or state level**. While national and international policy change are also important arenas for social work advocacy, these kinds of projects are not permitted for this course, given the time and logistical constraints of the semester.

Your group's first task will be to **identify and analyze the problem**, and present your analysis in the form of an (ungraded) Policy Brief. Then, you will create a Policy Change Plan. Your group may wish to work with an existing organization, such as one group member's practicum agency or a local advocacy organization; however, this is not required.

The range of possible change strategies that your group may implement is unlimited, except by the time constraints of the semester. **Consider employing a range of strategies** so that group members are exposed to different mechanisms and develop different skills. Broad examples range from raising public awareness of an issue to actual policy change and implementation.

Next, your group will **implement its planned change effort**. Consider giving your group its own task force name and using that name in interactions with the public, prospective coalition members, and agency or elected officials. Meet regularly and keep a record of the group process, activities, and outcomes—akin to committee or board meeting minutes. You should closely monitor your efforts both for success in attaining your original goals and for possible unintended side effects—positive or negative. Revise your strategies as needed as you go along.

The project involves one ungraded assignment (the initial **Policy Brief**) and three graded assignments (**Policy Change Plan, Final Presentation,** and **Project Portfolio**) which are described on the following pages.

Policy Brief

Each group will prepare a Policy Brief which concisely but effectively analyzes the social problem selected by the group, identifies and analyzes policy alternatives, and recommends a policy change solution. The language of the brief should be targeted to the general public. It is essential that students review the following Policy Brief resources for models of effective (and not so effective) formats, content, and style:

http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html

The brief should include:

- Scope and background on the problem, for example:
    - What is the problem
    - Who is affected and what are the consequences
    - What are the causes, including current policies that influence this problem
- Identification and analysis of 3-5 policy alternatives to help solve the problem
- Selection and discussion of 1 of your alternatives as the recommended policy change, with well-reasoned justification for your recommendation

The brief should be approximately **3 to 5 pages, single-spaced**. Don't be fooled by the short length—an effective policy brief condenses a lot of rich, well-researched information into a few, concise but potentially powerful pages if done well.

The exact format of the brief (e.g., single-column, dual-column, other) and the nature of visuals or figures may be unique to each group. The brief must be supported by references in the form of footnotes, endnotes, or an alphabetized reference list.

Note: The brief should *not* address how to achieve the recommended policy change. Development of a change plan is the focus of the next assignment. The purpose of the Policy Brief is to first understand the problem and reach a conclusion about recommended policy change, before considering how to best implement the change identified.

The Policy Brief is **ungraded**, but is essential for receiving feedback from the instructor early in the semester on the direction and focus of your project. In addition, a well-crafted Policy Brief can become an educational tool that you use in your advocacy efforts with outside stakeholders throughout the semester.

Policy Change Plan

Each group will prepare a Policy Change Plan, including all strategies considered and the rationale for those selected, which the group will then implement through the duration of the semester. The plan represents what your group *intends* to do. Change will happen, some strategies will work, others won't, a few may need to be completely reimagined as the process unfolds. The plan serves as a document which you can continually refer back to as you adapt and evaluate your strategies and on-the-ground efforts.

The Policy Change Plan includes several required components, is worth **25% of your course grade**, and will be graded out of 100 possible points:

- Overview of the overall policy change that your project aims to contribute to, including: (10 pts)

    - What specific change in policy is needed
    - Who has the authority to change the policy (who is the target of change)
    - Previous or current attempts by others to change this policy

- Statement of broad goal for your policy change project (5 pts)

- Identification of 2-4 SMART objectives for how to realize your goal (10 pts)

- For <u>each objective</u>, a corresponding table that describes: (20 pts)

    - All possible intervention strategies that your group considered
    - Specific resources needed to implement each
    - Advantages of each
    - Disadvantages of each

- Next, for <u>each objective</u>, a corresponding table that describes which strategies you chose out of all possibilities considered. For each chosen strategy, present: (20 pts)

    - Details of what you plan to do, including who or what is your target
    - With which other individuals, partners, or groups
    - With what resources
    - Which group member(s) have primary responsibility
    - Timeframes or deadlines for implementation

- Explanation for why you chose the strategies that you did, and not others; incorporate evidence-based literature to justify your rationale (10 pts)
- For each chosen strategy, identify how you will measure outcomes: success of (a) implementation process, and (b) actual impact. This may also be presented in table format, and should include what measures you will use and how you will collect data. (10 pts)

- Finally, include a status report of what your group has accomplished to date. Include key meetings, partner or resource development, creation of educational materials, or other activities that you have started in order to implement your plan. (5 pts)

- The policy change plan should be single-spaced, use a 12-point font, include a title page and references, and be proofread for grammar, punctuation, etc. Since each plan is unique, there is no recommended page length. (10 pts)

Final Presentation

The final presentation is an individual PechaKucha about the student's own experiences with and reflections on the policy change process.

Each individual member will give a 3 to 5-minute PechaKucha talk consisting of 10 to 15 Powerpoint slides, with each slide automatically advancing after 20 seconds. Creative license is extended to students to use this presentation for communicating what they learned from the experience or have reflected on as a future policy practitioner.

Slides should be primarily visual with limited or no text—for example, photographs from your policy project experience.

See http://www.pechakucha.org/ or https://utworks.tennessee.edu/micnite/Pages/main.aspx for example PechaKucha talks.

It is essential that students practice the individual presentations in advance to ensure that time limits and format are adhered to. This is an important skill for public presentation in professional work.

Students should **email** their presentation(s) to the instructor before the start of class, so that all presentations can be pre-loaded to the instructor's laptop.

For each student, the Final Presentation is worth **10% of your course grade** and will be graded out of 20 possible points.

Project Portfolio

The Project Portfolio provides comprehensive documentation and analysis of the group policy project, including the implementation process, final status and outcomes of the change effort, reflection and critique, and materials used or created throughout the process. The Project Portfolio is worth **25% of your course grade**, will be graded out of 100 possible points, should be single-spaced with 12-point font, and must include the following:

Cover Page	2 pts
Table of Contents	3 pts
I. Executive Summary (1 page max)	5 pts
II. Report on Project Activities	30 pts

    a. Statement of goal and objectives

    b. For each objective:
        Intended versus actual strategies (what was accomplished, how, by whom, on what actual time frame, etc.; please use a table format)

    c. For each actual strategy:
        Outcomes (intended, unintended, any unfinished activities, own plans to continue the effort, etc.; please use a table format)

III. Evaluation and Critique	30 pts

    a. Analysis of why intended strategies/outcomes were met (or why not) and how adjustments were handled
    b. Ethical dilemmas that arose and how they were addressed
    c. Additional critique of own effort (e.g., was proper target identified, were appropriate partners found, was effort beneficial to those affected by the problem, what would you do differently with hindsight)

IV. Recommendations for Project Continuation or Extension	10 pts
V. Appendix of Project Materials Used or Created (e.g., revised Policy Brief, Fact Sheets, legislative correspondence, websites created, etc.)	10 pts

Overall professional presentation, formatting, editing, etc.   10 pts

Organizational Change Plans

This is an individual assignment that produces two documents, professionally formatted as products that could be given to the student's field placement or other organizational setting. The first will assess the state of **implementation science** at the organization, and the second will assess the state of **empowerment of clients** at the same organization. Each will include a change plan for how to address gaps or opportunities for change that may exist.

If the student is not currently in field, an alternate organizational setting must be discussed with the instructor early in the semester. For example, this may be a place of employment or volunteer setting related to social work.

Together, these plans are worth **25% of your course grade** and will be graded out of 100 possible points:

- Implementation science

    o Assessment of the extent to which research evidence is considered and integrated into organizational policy and programming (i.e., assessment of research-to-program gaps that may exist) (20 points)

    o Change plan for addressing identified gaps, integrating and demonstrating course knowledge about how to plan effective change (20 points)

    o Format should be 1-2 pages, single-spaced, with visual and professional appeal, and proofread for grammar, punctuation, etc. References should be included as footnotes or endnotes. (10 points)

- Empowerment of clients

    o Assessment of the extent to which empowerment of clients to affect policy change is valued and pursued at the organization (20 points)

- o Change plan for addressing identified gaps, integrating and demonstrating course knowledge about how to plan effective change (20 points)

- o Format should be 1-2 pages, single-spaced, with visual and professional appeal, and proofread for grammar, punctuation, etc. References should be included as footnotes or endnotes. (10 points)