

**SW 548 – Advanced Change Management and Policy Practice
002
3 credit hours
Spring 2018**

Instructor: Stacia West, PhD, MSSW
Rm. 270

Office: Nashville Campus,

Class Time: Online

Email: swest11@utk.edu

Zoom dates: Live online-1/18: 4:30-5:15pm CST

2/15, 3/8, 4/5, 4/26: 5:30pm-6:30pm CST **Phone:** 615-782-6155

Office Hours: By Appointment

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

An essential feature of The University of Tennessee is a commitment 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 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 (*Content: individual versus agency or group advocacy; various types of policy practice in organizations, governmental entities, coalition building to impact legislation, advocacy for and within various sectors*).
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 (*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. OL 9.1 (*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 organizations*).
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 in local and state legislatures and processes*).
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 7.1, 8.1 (*Content: planning process, 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, communities and/or legislative policies that assure culturally responsive and integrated systems for clients.

OL 2.1, 5.1, 7.1 (*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 (*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*).

Pedagogy

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 Zoom and Blackboard discussion and activities, professional respect of others' contributions, and a striving towards academic rigor in all course related activities.

This class will also use various aspects of Collaborative Communication to enhance our dialogue and discussions. Collaborative communication contains seven aspects and respective tools: climate setting, questioning, listening, thinking, focusing, acting, and facilitating. These will be described during the first class and students will be encouraged to embrace and use these tools throughout the semester.

Attendance and Participation

Students are strongly encouraged to attend live zoom sessions and participate actively in these sessions. Students should to contact me in advance **by e-mail** (swest11@utk.edu) if circumstances interfere with live session attendance.

Students are also expected to attend and participate in **weekly meetings** with their project group in-person or using virtual meeting technology. Groups are strongly encouraged to dedicate and set aside a weekly meeting time as soon as groups are formed. Although coordinating graduate student schedules can be a challenge, it can also be done with a little foresight, flexibility, and mutual commitment to project success!

Course Assignments

A brief description of course assignments is below. Detailed instructions and criteria begin after the weekly Course Outline 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	5%	Feb 14	Midnight	Canvas
Policy Change Plan	25%	Feb 22	Midnight	Canvas
Final Presentation	10%	April 26	In Class	Canvas
Project Portfolio	20%	May 1	Midnight	Canvas
Implementation Science				
Graded Discussions	12.5%	March 5		
	12.5%	April 2		

Class and Group Participation (15%). Thoughtful and engaged participation in live zoom sessions, discussion boards, and group projects is expected of every student. Two-thirds of the student’s participation grade will be based on the instructor’s assessment of 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 local or state.

Project groups will be formed during Week 2. Students are expected to contribute project ideas for class discussion (see Work Product Due for Week 2). Once groups are established, students should expect to “hit the ground running” in order to analyze policy, develop a plan, and implement change strategies within the timeframe of the semester.

Given the online format of the course, and the geographic location of students both inside and outside of Tennessee, it is possible that students will work on a project that may not directly benefit a group of constituents with whom the student works. Students are expected to be professionally committed to the group project to which they are assigned, in the spirit of developing transferable skills and experience in policy practice that could be applied in future professional work.

During the policy project, students will engage in advocacy activities and reflect on and critically evaluate their advocacy effort and their own effectiveness. Students will need to meet virtually and communicate regularly each week. The project consists of one ungraded assignment (Policy Brief) and 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 a group presentation and an individual PechaKucha presentation about the student's own experiences with and reflections on the policy change process.

Project Portfolio (20%) (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.

Implementation Science Graded Discussion Boards (2 @ 12.5% each) (CC: 2, 3, 4, 7, 8; DI: knowledge, cognitive and affective processes). These discussion board assignments will provide an opportunity to critically reflect on how implementation science, empowerment of clients, and organizational change relate to social work practice.

Note: On-time submission of all assignments is expected. Late assignments will receive a 5% deduction for each day late.

Grading Scale

A (95-100) Outstanding/Superior. Student consistently exceed expectations.

B+ (90-94) Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Average. Student consistently meets normal expectations for the course.

C+ (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor. There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

Readings

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

All other course materials (e.g., journal articles, videoclips, Powerpoints) will be available via Blackboard on a week-by-week basis as the semester progresses, with the exception of all readings which will be posted in advance. Weekly upload of course material is used due to the cumulative nature of skill-building in this course, which develops extensively through application of the semester-long policy project. Thus, students should plan to work consistently throughout the semester, as opposed to a strategy of working ahead through future material.

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.

Unit	Topic	Course Material	Work Product or Assignment Due
1: Week of 1/15	Introduction Live session, 1/18, 4:30-5:15pm CST	<ul style="list-style-type: none"> • 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) • Participate in live session • Watch Powerpoint/videos 	Closely review the syllabus and sample policy projects on Blackboard 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, after the Course Outline.
2: Week of 1/22	Policy Analysis I	<ul style="list-style-type: none"> • 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 • Watch powerpoint/videos 	Review the current bills that have been introduced in the TN General Assembly and local ordinances introduced in Metro Council or your local legislative body. By Monday, January 22, post to the Discussion Board a brief statement of 1-2 social problems or issues written in the form of a

			Bardach problem definition. These should be problems or issues that interest you and which connect to bills or ordinances introduced in the TN General Assembly or by your local legislative authority. Based on these posts, students will be placed into groups for the Policy Project. Announcements for groups and policy will be made on Canvas by Friday, January 26 th .
3: Week of 1/29	Policy Analysis II	<ul style="list-style-type: none"> • Lens (2005) • 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 • Watch powerpoint/videos 	In project groups, continue to “hustle evidence” as you analyze the problem for your policy project. Complete the Exercise: Outlining Policy Brief Content. This is an internal product to share or create with your group; you do not need to send me a copy.
4: Week of 2/5	Planning Change	<ul style="list-style-type: none"> • Rocha, Chapter 2: Essentials of the Planning Process 	Hold a group Zoom meeting with instructor no later than 2/9.
5: Week of 2/12	Education and Awareness Live session, 2/15, 5:30-6:30pm CST	<ul style="list-style-type: none"> • 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.) 	As a group, prepare a Policy Brief for your project, and upload to Canvas Tuesday, February 14.

		<ul style="list-style-type: none"> • Shipley (2004) • Watch powerpoint/videos 	
6: Week of 2/19	Coalition Building Empowerment of Clients	<ul style="list-style-type: none"> • Libby, Chapter 6: Ten Common Elements of Successful Advocacy Campaigns: Steps 4 to 7 • Garcia et al. (2014) • Cheezum et al. (2013) • Watch powerpoint/videos 	Policy Change Plan is due via email by Thursday, 2/22.
7: Week of 2/26	Legislative Advocacy	<ul style="list-style-type: none"> • Libby, Chapter 4: Making Law: Confessions of an Erstwhile Legislator • Libby, Chapter 7: Ten Common Elements of Successful Advocacy Campaigns: Steps 8 to 10 	Continue active implementation of policy change plan with your group, documenting and evaluating the process, and making adjustments as needed.
8: Week of 3/5 Live session, 3/8, 5:30-6:30pm CST	Implementation Science I	<ul style="list-style-type: none"> • Cabassa (2016) • Aarons, Hurlburt, & Horwitz (2011) • Watch implementation science webinar: https://www.youtube.com/watch?v=DbKEOL3RLYk 	Participate in graded Discussion Board.
9: Week of 3/12	Spring Break	<ul style="list-style-type: none"> • None 	None
10: Week of 3/26	Group Work Travel for Social Work Day on the Hill March 20	<ul style="list-style-type: none"> • None 	None
11: Week of 4/2	Implementation Science II	<ul style="list-style-type: none"> • Powell et al. (2015) 	Participate in graded Discussion Board.

Live session, 4/5, 5:30-6:30pm			
12: Week of 4/9	Evaluating and Monitoring Change	<ul style="list-style-type: none"> • Libby, Chapter 12: So Now You Have a Law • Watch Powerpoint/Videos • Participate in live session 	
13: Week of 4/16	International Examples; Social Workers in Politics and Policy Change	<ul style="list-style-type: none"> • Libby, Chapter 10: The 10 Steps Strike Again! Breaking the Tire Cycle • Lane & Humphreys (2011) • Watch powerpoint/videos 	
15: Week of 4/26	Presentations Class Wrap-up Live session, 4/26, 5:30-6:30pm CST	<ul style="list-style-type: none"> • Watch all group presentations. • Participate in live session. 	Final Presentations are due via Canvas by April 26. Participate in final Project Portfolios are due by May 1 st .

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 work. *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. Rocha, C. (2007). *Essentials of Social Work Policy Practice*. Hoboken, NJ: Wiley & Sons
11. 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>
12. 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 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.

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 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 reimaged as the process unfolds. The plan serves as your guidepost throughout this process—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 each objective, 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 each objective, 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

Final Presentation

The final presentation is a brief group presentation updating the class on the status and outcomes of the project.

For the brief group presentation, at least one group member should give a 10-minute Powerpoint presentation that covers the following:

- Brief scope and background of the problem
- Overall policy project goal
- Intended strategies
- Actual strategies
- Accomplishments and impact

Note: The first 2-3 bullets above should be covered briefly, since each group will have given a Project Update in class a few weeks earlier. After providing the class with a brief reminder about your project and its scope, most of the 10 minutes should focus on the last two bullets.

It is essential that students practice the group and 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.

For each student, the Final Presentation is worth 10% of your course grade.

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