THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 548 Advanced Change Management and Policy Practice
Section 001
3 Credit Hours
Spring 2019

Instructor: Jordan Frye, LMSW
Email: jfrye7@utk.edu
Class Time: Tuesday, 3:35-6:35pm
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, Knoxville Student Disability Services office 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. O.L. 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. O.L. 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. OL 9.1, 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; ).

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, 7.2 (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, 9.2 (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).

Attendance and Participation
Students are expected to attend every class session and participate actively. Students are expected to contact the instructor by email (jfrye7@utk.edu) if circumstances interfere with class attendance.
Electronic Device Policy
All cell phones should be silenced and put away during class. The use of laptop computers and tablets are permitted; however, devices should only be used for purposes related to the class.

Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date and Time</th>
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</thead>
<tbody>
<tr>
<td>Class and Group Participation</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Op-Ed</td>
<td>10%</td>
<td>March 15 at 10pm</td>
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<tr>
<td>Policy Practice Project</td>
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<tr>
<td>Policy Brief</td>
<td>5%</td>
<td>February 5 at 10pm</td>
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<tr>
<td>Policy Change Plan</td>
<td>20%</td>
<td>February 19 at 10pm</td>
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<tr>
<td>Final Presentation</td>
<td>10%</td>
<td>April 23 during class</td>
</tr>
<tr>
<td>Project Portfolio</td>
<td>20%</td>
<td>April 26 at 10pm</td>
</tr>
<tr>
<td>Organizational Change Plans</td>
<td>15%</td>
<td>April 12 at 10pm</td>
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Class Participation (20%)
Through thoughtful, engaged participation in class and group projects is expected of every student. Participation grades will be determined using the following metric:

- 15% is based on attendance and the instructor’s assessment of in-class participation through discussion, individual, and small group activities.
- 5% is based on confidential peer assessment of the student’s participation and contributions to the group policy practice project.

Op-Ed (15%) (10%)
(CC 1, 2, 6, 7; DI: knowledge, values, skills, and cognitive and affective processes.)
This is an individual assignment. This piece will be a maximum of 750 words and will present a clear and logical argument related to the student’s group policy project or another current and timely problem or policy issue of concern to the student. A draft is due in class, one week before the final revised version is due. The draft will be reviewed through an in-class peer-review process, which will give students an opportunity to refine their arguments and clarify their language before submitting the final version.

Policy Practice Project (55% 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” in order 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 in groups (or use virtual meeting technology) outside of class each week. The project consists of one ungraded assignment (Policy Brief) and the following three graded assignments:

**Policy Change Plan (20%)**
(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 (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.

**Organizational Change Plans (15%)**
(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 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.

**Note:** On-time submission of all assignments is expected. Late assignments will receive a 10% deduction for each day late.

**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. Students 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 a 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
All readings will be either posted on Canvas or available via a URL in the syllabus. If a URL is not working, students should notify the instructor at least 48 hours prior to class, so alternate arrangements can be made (e.g., reading emailed to students, alternate reading).

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

Part I: Foundational Concepts

Week 1 (January 15)-Introduction

Readings Due:
Class Syllabus
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)

Assignment/Work Product Due:
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.

**Week 2 (January 22)-Online Module**

**Note:** Class will not meet in person. Students are expected to complete the Online Module for this week which may include watching and reflecting on a video, PowerPoint, and/or other materials as instructed on Canvas.

Successful completion of the Online Module is included in the instructor’s assessment of Class Participation.

**Week 3 (January 29)-Policy Analysis I**

**Readings Due:**
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

**Assignment/Work Product Due:**
Bring a hard copy of 1-2 social problems or issues written in the form of a 1 sentence Bardach problem definition, with a short accompanying paragraph. See examples at the end of the Week 1 PowerPoint.

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.

**Week 4 (February 5)-Policy Analysis II**

**Readings Due:**
Lens (2005)

Watch 20-minute video “The Art and Craft of Policy Briefs”:
https://www.youtube.com/watch?v=R1GpcA0Bvnc

**Week 5 (February 12)- Planning Change**

**Readings Due:**
Rocha, Chapter 2; Essentials of the Planning Process

**Assignment/Work Product Due:**
Policy Brief is due to 10pm on February 12.

**Week 6 (February 19)-Online Module (Education and Awareness)**
Note: Class will not meet in person. Students are expected to complete the Online Module for this week which may include watching and reflecting on a video, PowerPoint, and/or other materials as instructed on Canvas.

Successful completion of the Online Module is included in the instructor’s assessment of Class Participation.

Readings Due:
Libby, Chapter 5: Ten Common Elements of Successful Advocacy Campaigns: Steps 1 to 3
Libby, Chapter 11: Fighting for Justice in Cyberspace

Assignment/Work Product Due:
As a group, prepare a draft Fact Sheet for your project, and bring 5 hard copies to class on February 26.

Week 7 (February 26)-Coalition Building and Empowerment of Clients

Readings Due:
Garcia et al. (2014)
Cheezum et al. (2013)
Mizrahi & Rosenthal (2001)

Assignment/Work Product Due:
Policy Change Plan is due via email by 10pm.

Week 8 (March 5)-Legislative Advocacy

Readings Due:
Ausbrooks, Gwin, & Brown (2011)


Week 9 (March 12)-Implementation Science I

Readings Due:
Cabassa (2016)
Aarons, Hurlburt, & Horwitz (2011)
Assignment/Work Product Due:
Op-Ed due by 10pm on March 15.

Week 10 (March 19)-Spring Break

Week 11 (March 26)-Implementation Science II

Readings Due:
Powell et al. (2015)

Week 12 (April 2)- Evaluating and Monitoring Change

Readings Due:

Assignments Due:

Week 13 (April 9)-International Examples

Readings Due:
Libby, Chapter 10: The 10 Steps Strike Again! Breaking the Tire Cycle

Assignment/Work Product Due:
Organizational Change Plans due by 10pm on April 12.

Week 14 (April 16)-Social Workers in Politics and Policy Change

Readings Due:
Lane & Humphreys (2011)
Rocha, Poe, & Thomas (2010)

Assignments/Work Product Due:
Each group should come prepared to discuss the final status and outcomes of its policy change effort.

Week 15 (April 23)-Policy Presentations

Assignments/Work Product Due:
Final Presentations will take place during class.

***Project Portfolios are due via email by Friday, April 26 at 10pm.***