

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

Course SW548-- ADVANCED POLICY ANALYSIS AND ACTION
(2 Credit Hours)

DE: Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

Instructor: Rodney A. Ellis, PhD, LMSW

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.utk.csw.edu).

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*, 2008).

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 2227 Dunford Hall, Knoxville, TN 37996-4020, (865) 974-6087 (v/tty). This will ensure that you are properly registered for services.

Course Description

The Advanced Policy Analysis and Action course prepares students to conduct a real-world analysis of any chosen area of social policy and to use that analysis as a basis for developing an action plan for changing the policy in that area. Students select an area of policy and develop an understanding of the way in which members of oppressed and disadvantaged groups are affected by that policy. They then are lead through a series of readings and worksheets that help them complete a practical analysis of every dimension of the policy, and through the process of developing a plan to improve it. The worksheets are equally applicable to the classroom and real-life settings, allowing the student to employ these same techniques in their practice following graduation.

Course Rationale

Policy practice is both vital and critical to successful social work practice. Policy practice has been defined as “social work intervention into formulating, implementing, and analyzing policies within the frameworks of evidence-based practice and critical thinking.” Clearly, then

the processes of analysis and action are central to practice as a whole. In order to understand present policy and the outcomes it has generated, practitioners must be able to conduct analyses. Analyses are formal methods of investigation that utilize scientific techniques to determine the degree to which current policy has achieved its stated goals. During the analysis process practitioners also identify and evaluate alternative solutions that could help to improve outcomes of current policy. After selecting an alternative, practitioners develop a plan to bring about the proposed change, then work, alone or with others, to implement the plan. A part of the plan includes planning an evaluation that, should the proposed change be implemented, would determine whether the changes had produced the desired effect.

Course Competencies

Competencies for the Advanced Policy Analysis and Action course draw upon the competencies gained in prerequisite courses by strengthening and broadening those competencies to include the professional policy analysis process. In addition competencies gained in the Advanced Policy Practice course are strengthened as knowledge and skill in policy analysis and action planning are enhanced. *Please note that one or more competencies is addressed in each of the Policy Analysis Worksheets. The competencies included for each Worksheet are listed in the Course Outline during the week in which the Worksheet is used.* The competencies receiving particular attention in this course include:

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. The appropriate use of methods of individual advocacy and social change strategies with and on behalf of client systems, including culturally relevant services and programs for clients and potential barriers to those services and programs. SJ-c.2; Diversity-c.1. (*Content: individual versus class or group advocacy; various types of policy practice in organizations, communities and regions and in national and international policy venues*).
2. Analyzing social problems and the policies designed to alleviate them with an evidenced-based policy practice framework CT/EB c.1. (*Content: planned change policy practice problem solving framework; problems, goals and objectives, and appropriate policies using a planning framework*).
3. Appropriate application of critical thinking skills in evaluating policies in organizations, communities, governments and other institutions. CT/EB c.3. (*Content: problems and policies in the context of evidenced based information; stages of the legislative process; policy interventions in client systems, including individuals, families, groups, organizations, communities and national and international systems*).
4. Utilizing a planned change strategy, develop a plan of advocacy and social change that focuses locally, nationally or globally on an at-risk population to create or change policies to promote social and economic justice, combat discrimination, or increase access to resources SJ c.1, Policy c.2. (*Content: appropriate target systems at different*

levels of the problem (e.g. problems at school: targeting school board; problems with laws.; target legislation; problems with implementing laws: targets, such as bureaucratic regulations); legislative work in action: federal state and/or local levels of policy formulation and implementation procedures local and state legislatures and processes).

5. Design strategies and tactics to target change in organizations, communities and/or legislative policies that assure culturally responsive and integrated systems for clients (Policy c.2; Diversity c.3). *Content: Types of strategies for change. The media and which type of media one has the most control over. Decision-makers, letter, phone, and email campaigns, and the effectiveness of these tactics.*
6. Recognizing and planning resolution of ethical dilemmas that arise when assessing the strengths and limitations of various strategies for change in organizations, communities, and legislative bodies. Values/Ethics c.2. *(Content: pros and cons, barriers and supports for different strategies; forward planning and recognition of coercive and harmful strategies to client systems).*
7. Explicating a planned change strategy, evaluation of the progress of the strategy(ies), and adaptation to a changing policy environment across systems and cultures, changing the strategy as necessary to adapt to complex situations CT/EB c.2.; Diversity c.4; Practice c.1. *(Content: plans in action, plan stages for success, or for needed change; planned change strategy and creation of policy practice projects across substantive groups, such as health, education, welfare, housing, children, aging-elders, income security, social, economic, and environmental rights and justice, and others within values and ethics of social work).*

Required Text

Ellis, R.A. (2006). *Impacting social policy: A practitioner's guide to analysis and action.* Pacific Grove, CA: Brooks Cole/Wadsworth

Organization of the Course and Blackboard

This course will be taught entirely online. There will be NO SCHEDULED CLASS SESSIONS. Students will need to decide what grade they want to earn and will submit the required number of assignments in order to earn that grade. The section below entitled "Required Activities" describes what kinds of projects must be completed in order to earn each grade. This process is known as "contracting for a grade".

Please note: The assignments must be completed at an acceptable level in order to count toward the grade. Each assignment will, therefore, receive a satisfactory or unsatisfactory grade. Satisfactory completion of every assignment required for a specific grade will result in the student receiving that grade. Failure to complete an assignment or assignments satisfactorily will result in failure of the course. Students who submit an unsatisfactory assignment will have one opportunity to bring that assignment up to a satisfactory level.

Please also note: You **MUST** submit a written contract specifying which grade you wish to receive by January 26, 2009. Please do **NOT** post your desired grade on the discussion board. Please submit it directly to the instructor through the Digital Drop Box in Blackboard.

Although both the weekly readings and the **Weekly Worksheets** are a part of the required textbooks, students will need to check the course website on Blackboard weekly. The first reason this will be important is that students are required to make a minimum of one post per week about something relevant to the week's worksheet. The second reason students must check the Discussion Board at least weekly is that most of the communication between the instructor and the students will take place there. Student who are not frequently in touch on the discussion board risk missing important information. The third reason students will need to check the Blackboard site regularly is that supplemental materials will be posted in various places throughout the semester. Although these materials will not be mandatory, they will be relevant to the lessons and very helpful to students. The nature and location of those materials will be posted under "Announcements" and/or on the Discussion Board.

All the materials needed to earn an A will also be posted on Blackboard, Students who have questions about that assignment should post those questions in the relevant forum on the Discussion Board. The only exception occurs in assignments where students are encouraged to search the Web for specific materials. Students are also encouraged to supplement and enhance their education with additional resources.

Assignments and Grading

Grading: Students will contract for final grades based on the following schedule:

Assignments 1- *In order to earn a "B"*- Successful completion of the Policy Analysis Worksheets for Chapters 1-9 at a level of quality deemed acceptable by the instructor **AND** weekly posts in the Mandatory forums on the Discussion Board.

Assignment 2- *In order to earn a "B+"* - Successful and acceptable completion of Project 1 **AND** successful completion of Policy Analysis Worksheets for Chapters 10 and 11 at a level of quality deemed acceptable by the instructor.

Assignment 3- *In order to earn an "A"*- Successful and acceptable completion of Projects 1 and 2 **AND** successful completion of either a Policy Analysis Report or a PowerPoint presentation explaining the results of the analysis at a level of quality deemed acceptable by the instructor

Students may submit materials for early review by the instructor, thus assuring that instructor comments will be available for the preparation of the final product.

Class Policies

1. Unless other arrangements are made students are expected to submit projects according to the schedule on the syllabus.
2. Incompletes will be given only according to the rules specified in the University of Tennessee Catalogue. Please refer to the catalogue for additional information.
3. Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in the UT Student Handbook.
4. University policy regarding religious holidays will be observed. As stated by the UT student handbook, any student may request to be excused from class to observe a religious day from his/her faith.
5. Please ask all possible questions on the discussion board or in text chat. Past experience teaching this class has shown that most questions asked by any one student also apply to others in the course. The instructor will answer email, but asks that any general questions that might apply to any class member be asked in either the discussion board or text chat.

Course Outline

Week 1- January 12, 2008- Syllabus and introduction to the course

Open House on Blackboard. Today's activities are designed to familiarize you with Blackboard and make you aware of the parts of Blackboard that will be used during this course. Begin by reading the first Announcement, then follow the directions you find there. The directions will lead you on a journey through Blackboard. Your journey will end at the Discussion Board, where you need to leave a post introducing yourself. The post is mandatory, and would also be a good place to ask any questions you have about the course.

Readings for next week:

Ellis, Chapter 1, answer Questions for Discussion at the end of Chapter 1 (pp. 13-14).

Read the *Summary of Course Activities* included under "Course Materials" on Blackboard.

Week 2- January 19, 2008- Dr. Martin Luther King Day

No class.

Week 3- January 26, 2008- Introduction to Practitioner's Policy Analysis

Subjects included in readings:

Introduction to Practitioner's Policy Analysis

Competencies included:

1- Judiciously apply the value base of the social work profession and its ethical standards in all professional interactions. (This is a core competency rather than one specific to

this course. The initial chapter and worksheet review, summarize, and expand skills and knowledge developed in foundation courses in preparation for the remainder of the course.)

Core program competency #1 is met through the following activities:

Weekly Worksheet- Students will complete the readings and complete questions on the Weekly Worksheet that require them to master basic principles of social policy, social work policy, and to consider practical applications of those principles in the light of social work values and ethics.

Discussion board- Students will be required to participate in a forum on the Discussion Board that in which the effects of specific legislation is considered in the light of social work values and ethics.

2- Develop a plan of advocacy and social change that focuses locally, nationally and globally on one population-at-risk (e.g., Latinos, First Nations members, transgender folks, poor women, etc.) and can be used to promote social and economic justice, combat discrimination and oppression, and increase access to resources. (This is a core competency rather than one specific to this course. The initial chapter and worksheet review, summarize, and expand skills and knowledge developed in foundation courses in preparation for the remainder of the course.)

Core program competency #2 is addressed through the following activities:

Weekly Worksheet- Students will perform the initial steps of advocacy by completing exercises in which they select a specific disadvantaged group and examine the manner in which that group is benefited, or is not benefitted by current social policy. This will include the degree to which the group's condition is affected by discrimination, oppression, and limited access to resources. Students will do initial work toward formulating a problem statement. The results of these activities will be reported in the Weekly Worksheet.

Assignments due:

Answers to Questions for Discussion from Chapter 1
Post in Mandatory Forum on Discussion Board

Readings for next week:

Ellis, Chapter 2, complete worksheets from that chapter

Week 4- February 2, 2008- Identifying Social Problems for Analysis

Subjects included in readings:

Identification of social problem areas for semester projects

Competencies included:

1. The appropriate use of methods of individual advocacy and social change strategies with and on behalf of client systems, including culturally relevant services and programs for clients and potential barriers to those services and programs. SJ-c.2; Diversity-c.1. (*Content: individual versus class or group advocacy; various types of policy practice in organizations, communities and regions and in national and international policy venues*).

Competency # 1 is addressed through the following activities:

Weekly Worksheet- Problem identification and articulation is a critical component of developing social change strategies and engaging in advocacy. The Weekly Worksheet will require students to complete and report the results of an exercise in which they develop an initial problem statement for their selected problem area and population.

Discussion Board- Students will be required to participate in a forum in which the manner in which specific disadvantaged groups are affected by social problems and their related policies will be discussed with their fellow students and the instructor.

2. Analyzing social problems and the policies designed to alleviate them with an evidenced-based policy practice framework CT/EB c.1. (*Content: planned change policy practice problem solving framework; problems, goals and objectives, and appropriate policies using a planning framework*).

Competency # 2 is addressed through the following activities:

Weekly Worksheet- Problem definition is a key component of problem and policy analysis. Students completing the Weekly Worksheet will analyze the problem by considering the population that experiences it, the disadvantages they experience, the perspectives of the disadvantaged group on the problem, and the policy area that is intended to address it.

3. Appropriate application of critical thinking skills in evaluating policies in organizations, communities, governments and other institutions. CT/EB c.3. (*Content: problems and policies in the context of evidenced based information; stages of the legislative process; policy interventions in client systems, including individuals, families, groups, organizations, communities and national and international systems*).

Competency # 3 is addressed through the following activities:

Weekly Worksheet- Students will complete a series of activities such as library research and key person interviews guided by and reported in the Weekly Worksheet that will lead through processes of critical thinking in identifying, analyzing, and describing their chosen social problem.

Assignments due:

Worksheets for Chapters 2

Post in Mandatory Forum on Discussion Board

Readings for next week:

Ellis, Chapter 3, complete worksheets from that chapter

Week 5- February 9, 2008- Historical Review

Subjects included in readings:

Policy and case law history
Introduction to historical analysis

Competencies included:

3- Appropriate application of critical thinking skills in evaluating policies in organizations, communities, governments and other institutions. CT/EB c.3. (*Content: problems and policies in the context of evidenced based information; stages of the legislative process; policy interventions in client systems, including individuals, families, groups, organizations, communities and national and international systems*).

Competency # 3 is addressed through the following activities:

Weekly Worksheet- Students will answer a series of Weekly Worksheet questions requiring them to: 1) conduct research into the history of their chosen policy areas, 2) draw and report conclusions about the history of their chosen policy area's effectiveness, and 3) determine what variables, such as changes in societal conditions, policy gaps, neglect of specific groups, etc., may have served as impediments to the success of this policy area in the past.

Discussion Board- Students will participate in a forum in which they discuss the effects of various variables on the development of social policy in the US and in the world.

Assignments due:

Worksheet for Chapter 3
Post in Mandatory Forum on the Discussion Board

Readings for next week:

Ellis, Chapter 4, complete worksheets from that chapter

Week 6- February 16, 2008- Review of Norms and Values

Subjects included in readings:

Understanding norms and values
Identifying norms and values in the general population

Competencies included:

2. Analyzing social problems and the policies designed to alleviate them with an evidenced-based policy practice framework CT/EB c.1. (*Content: planned change policy practice problem solving framework; problems, goals and objectives, and appropriate policies using a planning framework*).

Competency # 2 is addressed through the following activities:

Weekly Worksheet- Both social problems and social policies are, to some degree, products of the norms and values of the general population as well as those of political decision-makers. The Weekly Worksheet will lead the students through an analysis of newspaper and periodical articles, key person interviews, examination of voting records, and similar activities to identify and articulate the norms and values regarding their chosen areas. The examination and articulation will include persons within the general population, persons in positions of political power, and other individuals and groups that may support or oppose their efforts.

3. Appropriate application of critical thinking skills in evaluating policies in organizations, communities, governments and other institutions. CT/EB c.3. (*Content: problems and policies in the context of evidenced based information; stages of the legislative process; policy interventions in client systems, including individuals, families, groups, organizations, communities and national and international systems*).

Competency # 3 is addressed through the following activities:

Weekly Worksheet- Students will be challenged through specific questions on the Weekly Worksheets to apply critical thinking skills to understanding different norms and values held by persons and groups in the general public as well as in their chosen policy environment. Additional questions will lead them to contemplate and articulate particular strategies that might be used to appeal to individuals and groups with specific kinds of values.

Discussion Board- Identification and articulation of values is particularly challenging to many social work students and requires the application of critical thinking skills. The Discussion Board forum will lead students in a discussion of their own values as compared to social work values as compared to other individuals and groups that are active in the policy area.

6. Recognizing and planning resolution of ethical dilemmas that arise when assessing the strengths and limitations of various strategies for change in organizations, communities, and legislative bodies. Values/Ethics c.2. (*Content: pros and cons, barriers and supports for different strategies; forward planning and recognition of coercive and harmful strategies to client systems*).

Competency # 6 is addressed through the following activities:

Weekly Worksheet- Ethical dilemmas are related to values and value conflicts. By recognizing and articulating their own dilemmas as well as those of others who are involved in their chosen policy arena, students are able to develop strategies to resolve such dilemmas before they undermine their work in policy practice. The Weekly Worksheet will lead students through a

series of exercises in which they recognize their own ethics and values and compare them to others who are active in the policy area. Recognizing these similarities and differences will allow students to develop, evaluate, and implement strategies designed to produce change.

Assignments due:

Worksheet for Chapter 4

Post in Mandatory Forum on the Discussion Board

Readings for next week:

Ellis, Chapter 5, complete worksheets from that chapter

Week 7- February 23, 2008- Political Review

Subjects included in readings:

Assessing political realities

Competencies included:

1. The appropriate use of methods of individual advocacy and social change strategies with and on behalf of client systems, including culturally relevant services and programs for clients and potential barriers to those services and programs. SJ-c.2; Diversity-c.1. (*Content: individual versus class or group advocacy; various types of policy practice in organizations, communities and regions and in national and international policy venues*).

Competency # 1 is addressed through the following activities:

Weekly Worksheet- Strategies for effective advocacy must include an understanding of the political realities within which the social worker operates. Political alliances of all sorts are particularly important among those realities. Students completing the Weekly Worksheets will conduct library and internet research, conduct interviews, and interact with government officials in order to gain an understanding of the political alliances they may face in their advocacy efforts.

Discussion Board- Students will participate in a Discussion Board forum in which they describe and discuss the political alliances they have discovered and work together to develop strategies to deal with them appropriately and effectively.

3. Appropriate application of critical thinking skills in evaluating policies in organizations, communities, governments and other institutions. CT/EB c.3. (*Content: problems and policies in the context of evidenced based information; stages of the legislative process; policy interventions in client systems, including individuals, families, groups, organizations, communities and national and international systems*).

Competency # 3 is addressed through the following activities:

Weekly Worksheet- Understanding the relationships within and between political alliances requires the application of critical thinking skills. The Weekly Worksheet will lead students through a series of exercises including interviews, group discussions, and voting record reviews that will help students utilize those skills.

4. Utilizing a planned change strategy, develop a plan of advocacy and social change that focuses locally, nationally or globally on an at-risk population to create or change policies to promote social and economic justice, combat discrimination, or increase access to resources SJ c.1, Policy c.2. (*Content: appropriate target systems at different levels of the problem (e.g. problems at school: targeting school board; problems with laws: target legislation; problems with implementing laws: targets, such as bureaucratic regulations); legislative work in action: federal state and/or local levels of policy formulation and implementation procedures local and state legislatures and processes*).

Competency # 4 is addressed through the following activities:

Weekly Worksheet- Plans for social change must include strategies for identifying those forces and alliances that may threaten change. By identifying the political alliances in their chosen area and by developing strategies for interacting with them, students completing the Weekly Worksheet will develop a part of their planned change strategy that will ultimately target multiple levels and organizations.

6. Recognizing and planning resolution of ethical dilemmas that arise when assessing the strengths and limitations of various strategies for change in organizations, communities, and legislative bodies. Values/Ethics c.2. (*Content: pros and cons, barriers and supports for different strategies; forward planning and recognition of coercive and harmful strategies to client systems*).

Competency # 6 is addressed through the following activities:

Discussion Board- Students will participate in a Discussion Board forum where the ethical implications for social workers of potential strategies for dealing with political alliances will be discussed.

Assignments Due:

Worksheet for Chapter 5

Post in Mandatory Forum on the Discussion Board

Readings for next week:

Ellis, Chapter 6, complete worksheets from that chapter

Week 8- March 2, 2008- Delivery System Review

Subjects included in readings:

Identifying and mapping the delivery system
Identifying problems in the delivery system
Techniques for solving problems in the delivery system

Competencies included:

2. Analyzing social problems and the policies designed to alleviate them with an evidenced-based policy practice framework CT/EB c.1. (*Content: planned change policy practice problem solving framework; problems, goals and objectives, and appropriate policies using a planning framework*).

Competency # 2 is addressed through the following activities:

Weekly Worksheet- The social service system is an integral part of the policy arena. Agencies at multiple levels (international, federal, state, and local) may provide helpful services to disadvantaged groups, may serve as impediments to effective service, or may be helpful in some ways and detrimental in others. Questions in the Weekly Worksheet will lead students to examine evidence of delivery system effectiveness, and lead them to the identification of evidence-based approaches that they may employ in their planned change strategy. Activities will include interviews, review of government outcome evaluations, and review of relevant scientific and professional literature.

3. Appropriate application of critical thinking skills in evaluating policies in organizations, communities, governments and other institutions. CT/EB c.3. (*Content: problems and policies in the context of evidenced based information; stages of the legislative process; policy interventions in client systems, including individuals, families, groups, organizations, communities and national and international systems*).

Competency # 3 is addressed through the following activities:

Weekly Worksheet- The social service delivery system is composed of organizations, communities, governments, and other institutions that exist, at least in part, to deliver services mandated by policy to designated groups, often disadvantaged groups. Students completing the Weekly Worksheet will identify those organizations, the problems existing within and between them, problems related to policies and the legislative process, and issues that are specific to the clients systems. This information will provide a foundation for proposed solutions, to be identified in future chapters.

Discussion Board- Students will discuss problems they have identified within the service delivery systems for their chosen area and will brainstorm potential solutions.

Assignments due:

Worksheet for Chapter 6
Post in Mandatory Forum on the Discussion Board

Readings for next week:

Ellis, Chapter 7, complete worksheets from that chapter

Week 9- March 9, 2008- Review of Alternative Solutions

Subjects included in readings:

Identifying alternatives
Evaluating alternatives

Competencies included:

5. Design strategies and tactics to target change in organizations, communities and/or legislative policies that assure culturally responsive and integrated systems for clients (Policy c.2; Diversity c.3). *Content: Types of strategies for change. The media and which type of media one has the most control over. Decision-makers, letter, phone, and email campaigns, and the effectiveness of these tactics.*

Competency # 1 is addressed through the following activities:

Weekly Worksheet- In this section the students will answer a series of questions and engage in a worksheet-lead series of activities that will help them develop two or more alternative policy proposals based on the knowledge they have accumulated through the previous worksheets.

6. Recognizing and planning resolution of ethical dilemmas that arise when assessing the strengths and limitations of various strategies for change in organizations, communities, and legislative bodies. Values/Ethics c.2. *(Content: pros and cons, barriers and supports for different strategies; forward planning and recognition of coercive and harmful strategies to client systems).*

Competency # 1 is addressed through the following activities:

Weekly Worksheet- Using the questions in the Weekly Worksheet as a guideline students will examine their alternative solutions in the light of the Social Work Code of Ethics.

Discussion Board- Students will debate and discuss the ethical implication of their alternative solutions in a Discussion Board forum.

7. Explicating a planned change strategy, evaluation of the progress of the strategy(ies), and adaptation to a changing policy environment across systems and cultures, changing the strategy as necessary to adapt to complex situations CT/EB c.2.; Diversity c.4; Practice c.1. *(Content: plans in action, plan stages for success, or for needed change; planned change strategy and creation of policy practice projects across substantive groups, such as health, education, welfare, housing, children, aging-elders, income security, social, economic, and environmental rights and justice, and others within values and ethics of social work).*

Competency # 1 is addressed through the following activities:

Weekly Worksheet- The potential for the alternative solutions to be effective in a changing, dynamic policy environment will be considered by examining the effectiveness of similar initiatives in other communities and by applying scientific methods such as forecasting. Students will be lead through these activities by the worksheets.

Assignments due:

Worksheet for Chapter 7
Post in Mandatory Forum on the Discussion Board

Readings for next week:

Ellis, Chapter 8, complete worksheets for that chapter

Week 10- March 16, 2008- Spring Break

No class

Week 11- March 23, 2008- Review of Professional Analyses

Subjects included in readings:

Cost-Benefit Analysis
Other professional analyses
Locating professional analyses

Competencies included:

2. Appropriate application of critical thinking skills in evaluating policies in organizations, communities, governments and other institutions. CT/EB c.3. (*Content: problems and policies in the context of evidenced based information; stages of the legislative process; policy interventions in client systems, including individuals, families, groups, organizations, communities and national and international systems*).

Competency # 2 is addressed through the following activities:

Weekly Worksheet- Guided by the Weekly Worksheet students will engage in research activities to identify and obtain professional analyses such as outcome evaluations and predictive assessments that speak to the potential effectiveness of the alternatives they have identified.

Discussion Board- Students will be required to utilize specific critical thinking techniques to analyze potential solutions in the light of the professional analyses discovered in their research.

3. Utilizing a planned change strategy, develop a plan of advocacy and social change that focuses locally, nationally or globally on an at-risk population to create or change policies to

promote social and economic justice, combat discrimination, or increase access to resources SJ c.1, Policy c.2. (*Content: appropriate target systems at different levels of the problem (e.g. problems at school: targeting school board; problems with laws:, target legislation; problems with implementing laws: targets, such as bureaucratic regulations); legislative work in action: federal state and/or local levels of policy formulation and implementation procedures local and state legislatures and processes*).

Competency # 3 is addressed through the following activities:

Weekly Worksheet- Utilizing the information collected from the professional analyses and guided by the Weekly Worksheet, students will determine which proposed policy solution they will propose and advocate for.

4. Design strategies and tactics to target change in organizations, communities and/or legislative policies that assure culturally responsive and integrated systems for clients (Policy c.2; Diversity c.3). *Content: Types of strategies for change. The media and which type of media one has the most control over. Decision-makers, letter, phone, and email campaigns, and the effectiveness of these tactics.*

Competency # 4 is addressed through the following activities:

Weekly Worksheet- Utilizing the information collected from the professional analyses and guided by the Weekly Worksheet, students will revise their strategy as necessary to assure that it is culturally responsive and utilizes integrated systems of care. They will further develop their strategies for approaching and influencing decision makers and potential allies in their initiative.

Assignments due:

Worksheet for Chapter 8
Post in Mandatory Forum on the Discussion Board

Readings for next week:

Ellis, Chapter 9

Week 12- March 30, 2008- Interaction Review

Subjects included in readings:

Anticipating unanticipated consequences

Competencies included:

3. Appropriate application of critical thinking skills in evaluating policies in organizations, communities, governments and other institutions. CT/EB c.3. (*Content: problems and policies in the context of evidenced based information; stages of the legislative process;*

policy interventions in client systems, including individuals, families, groups, organizations, communities and national and international systems).

Competency # 3 is addressed through the following activities:

Weekly Worksheet- Following the instructions provided in the weekly worksheets students will engage in research, key person interviews, and brainstorming activities to identify possible undesirable interactive effects that might be produced by their proposed policy changes.

Discussion Board- Students will brainstorm with other students to identify possible unintended consequences.

6. Recognizing and planning resolution of ethical dilemmas that arise when assessing the strengths and limitations of various strategies for change in organizations, communities, and legislative bodies. Values/Ethics c.2. (*Content: pros and cons, barriers and supports for different strategies; forward planning and recognition of coercive and harmful strategies to client systems*).

Competency # 6 is addressed through the following activities:

Weekly Worksheet- Students will complete worksheet activities that will help them to evaluate their solutions in the light of the Social Work Code of Ethics.

Assignments due:

Worksheet for Chapter 9

Post in Mandatory Forum on the Discussion Board

Readings for next week:

Ellis, Chapters 10

Week 13- April 6, 2008- Summarizing the Analysis

Subjects included in readings:

Developing written summaries

Developing public presentations

Competencies included:

1. The appropriate use of methods of individual advocacy and social change strategies with and on behalf of client systems, including culturally relevant services and programs for clients and potential barriers to those services and programs. SJ-c.2; Diversity-c.1. (*Content: individual versus class or group advocacy; various types of policy practice in organizations, communities and regions and in national and international policy venues*).

Competency # 3 is addressed through the following activities:

Weekly Worksheet- Social workers engaged in policy practice must develop reports, summaries, and presentations that effectively summarize their findings and recommendations. These reports, summaries, and presentations must also be adapted to the particular audience that is hearing or reading them. This is a part of effective advocacy. The Weekly Worksheet walks students through the process of creating such a reports, summaries, and presentations.

7. Explicating a planned change strategy, evaluation of the progress of the strategy(ies), and adaptation to a changing policy environment across systems and cultures, changing the strategy as necessary to adapt to complex situations CT/EB c.2.; Diversity c.4; Practice c.1. (*Content: plans in action, plan stages for success, or for needed change; planned change strategy and creation of policy practice projects across substantive groups, such as health, education, welfare, housing, children, aging-elders, income security, social, economic, and environmental rights and justice, and others within values and ethics of social work*).

Competency # 7 is addressed through the following activities:

Weekly Worksheet- By completing the Weekly Worksheet students complete the analysis portion of the change strategy. The action portion is developed in the next Weekly Worksheet.

Discussion Board- Students will discuss the difficulties they have experienced in preparing their reports or presentations and receive feedback for future real-world preparations from the instructor and their fellow students.

Assignments due:

Worksheet for Chapter 10

Post in Mandatory Forum on the Discussion Board

Readings for next week:

Ellis, Chapters 11, complete worksheets for that chapter

Week 14- April 13, 2008- Action Planning

Subjects included in readings:

Developing action plans

Implementing action plans

Competencies included:

7. Explicating a planned change strategy, evaluation of the progress of the strategy(ies), and adaptation to a changing policy environment across systems and cultures, changing the strategy as necessary to adapt to complex situations CT/EB c.2.; Diversity c.4; Practice c.1. (*Content: plans in action, plan stages for success, or for needed change; planned*

change strategy and creation of policy practice projects across substantive groups, such as health, education, welfare, housing, children, aging-elders, income security, social, economic, and environmental rights and justice, and others within values and ethics of social work).

Competency # 7 is addressed through the following activities:

Weekly Worksheet- Student will follow the instructions in the Weekly Worksheet and draw upon the information collected in previous worksheets to develop and explicate a strategic plan matrix outlining their planned change strategy.

Discussion Board- Students will discuss the problems they experienced in developing their strategic plan matrix and make recommendations to one another for use in future real-world situations.

Assignments due:

Worksheet for Chapter 11

Post in Mandatory Forum on the Discussion Board

Readings for next week:

None, all chapters completed

Week 15- April 20, 2008- Policy Analysis Report or PowerPoint due (those who contracted for an "A") due

Please note that much of this can be prepared in advance as the semester progresses. Those sections may also be submitted to the instructor for review and recommendations. This assignment may also be submitted early if it is finished early.