SW 548 – Advanced Policy Practice
Section 002
3 credit hours
Spring 2016

Instructor: Lisa Reyes Mason, PhD
Class Time: Online
Zoom Dates: 1/19, 2/16, 4/5; 6:00 – 7:00 CST
Office Hours: By appointment

Office: 408 Henson
Email: mason@utk.edu
Phone: 865-974-6544

Prerequisites: 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 and the Campus Syllabus)

University Civility Statement

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

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

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This is a required advanced course. The Advanced Policy Practice course focuses on the theory and evidence-based skill sets of policy analysis, development, implementation and change. The course focuses on policy practice in organizations, communities, and regions, and in national and international policy venues. It is guided by the knowledge of, and practice within such areas of policy as health, education, welfare, housing, children, aging-elders, income security, social, economic, and environmental rights and justice, and other areas of significance and interest to the general public and students of social welfare. It provides a framework for policy interventions in client systems including individuals, families, groups, organizations, communities, and national and international systems. Students are expected to critically assess and design professional policy practice actions to accomplish evidence-based policy outcomes.

Course Rationale

Social work professionals are first and foremost agents of change for the advancement of human well-being, and they can only excel in such an endeavor when they are equipped with the intellectual and experiential tools of advanced advocacy and policy practice, including individual advocacy, organizational change, community-based advocacy and legislative policy practice. Policy practice, which is heavily influenced by the legislative process, is an integral and essential part of professional social work practice. Defined as social work interventions that formulate, implement, change and analyze policies within the frameworks of evidence-based
practice and critical thinking, and within the context of organizational, community, and legislative venues and processes, it requires not only foundation but also advanced study of social welfare policies, organizational and legislative environments within which they are made, and social work professionals’ roles in bringing about progressive changes in the formulation, implementation, and analysis of these policies.

**Course Competencies**

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

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. *MLCP 2.8, 3.7 (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. *MLCP 4.6 (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. *MLCP 4.8 (Content: problems and policies in the context of evidence-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. *MLCP 2.7 (Content: appropriate targeting of 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. *MLCP 3.8 (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. *MLCP 1.6 (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. *MLCP 4.7, 3.9 (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).*

**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 expected to attend live zoom sessions and participate actively in these sessions and on discussion boards. Students should to contact me in advance by e-mail ([mason@utk.edu](mailto:mason@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 on page 13 of this syllabus.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
<th>Via</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Group Participation</td>
<td>15%</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td>Op-Ed (final version)</td>
<td>15%</td>
<td>March 8</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Policy Practice Project</td>
<td></td>
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</tr>
<tr>
<td>Policy Brief</td>
<td>15%</td>
<td>February 11</td>
<td>Email</td>
</tr>
<tr>
<td>Policy Change Plan</td>
<td>15%</td>
<td>February 23</td>
<td>Email</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>15%</td>
<td>April 26</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Project Portfolio</td>
<td>25%</td>
<td>April 29</td>
<td>Email</td>
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</tbody>
</table>

1. 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 zoom and discussion board participation. The other third will be based on peer assessment of the student’s participation and contributions to the group policy practice project.

2. Op-Ed (15%) (CC 1, 2, 3). 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 one week before the final revised version is due. The draft will be reviewed through a peer-review process, which will give students an opportunity to refine their arguments and clarify their language before submitting the final version.

3. Policy Practice Project (70% total) (CC 1, 2, 3, 4, 5, 6, 7). 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(s) targeted for change can be at the agency, neighborhood, local, state, national, or international level.

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 four graded assignments:

**Policy Brief (15%)** (CC 1, 2, 3). This brief concisely but effectively analyzes the social problem or issue selected by the group, identifies policy alternatives, and recommends a specific policy change.

**Policy Change Plan (15%)** (CC 1, 2, 4, 5). This planning paper details 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 (15%)** (CC 6, 7). The final presentation consists of two parts: (1) a brief group presentation (5%) updating the class on the status and outcomes of the project, and (2) individual PechaKucha presentations (10%) about the student’s own contributions to, experiences with, and reflections on the policy change process.

**Project Portfolio (25%)** (CC 4, 5, 6, 7). 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.

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

**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
<td>70 – 76</td>
<td>C</td>
</tr>
<tr>
<td>87 – 92</td>
<td>B+</td>
<td>66 – 69</td>
<td>D</td>
</tr>
<tr>
<td>80 – 86</td>
<td>B</td>
<td>≤ 65</td>
<td>F</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
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Materials and Organization of the Course


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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Material</th>
<th>Work Product or Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>• Read Libby, Chapter 2: The Rules of Engagement</td>
<td>Closely review the syllabus and sample policy projects on Blackboard before the live session and bring questions with you.</td>
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<tr>
<td></td>
<td>Live session 1/19, 6:00 to 7:00 CST</td>
<td>• Read Libby, Chapter 8: The 10 Steps in Action (pages 165-181, only; Appendix of Chapter 8 is optional)</td>
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<tr>
<td></td>
<td></td>
<td>• Participate in live session</td>
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<td></td>
<td></td>
<td>• Watch Powerpoint/videos</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Course Material</td>
<td>Work Product or Assignment Due</td>
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| 2    | Policy Analysis I | • Read Bardach (pages 1-15): Define the Problem and Assemble Some Evidence  
• Read Libby, Chapter 5: Ten Common Elements of Successful Advocacy Campaigns: Steps 1 to 3 (pages 103-116, only)  
• Watch Powerpoint/videos                                                                                              | By **Monday, January 25**, 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 could possibly be the basis for a semester-long policy project.  
No later than **Wednesday, January 27**, reply constructively to others’ posts.  
As soon as possible on **Thursday, January 28**, respond to instructor’s request for policy project preferences so that project group assignments can be sent out to all students by Friday. |
• Read Lens (2005)  
• Schedule and participate in project group zoom session with the instructor  
• Watch Powerpoint/videos                                                                                               | Participate in Discussion Board dialogue initiated by instructor.  
In project groups, continue to “hustle evidence” as you analyze the problem for your policy project.  
Also, complete the Exercise: Outlining Policy Brief Content worksheet in preparation for writing your Policy Brief. This is an internal product to share or create with your group; you do not need to send me a copy. |
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</table>
| 4    | Planning Change            | • Read Rocha, Chapter 2: Essentials of the Planning Process  
• Watch Powerpoint/videos                                                                                                                                                                                   | Policy Brief is due via email by Thursday, February 11.                                           |
| 5    | Education and Awareness    | • Read Libby, Chapter 5: Ten Common Elements of Successful Advocacy Campaigns: Steps 1 to 3 (pages 116-125, only)  
• Read Libby, Chapter 11: Fighting for Justice in Cyberspace  
• Read TIRRC (n.d.)  
• Participate in live session  
• Watch Powerpoint/videos  
As a group, prepare a draft Fact Sheet for your project, and email it to the instructor by Tuesday, February 16. Each student will then receive another group's Fact Sheet, which the student should constructively comment on and email back to the group (cc the instructor) no later than Saturday, February 20. |                                                                                                  |
| 6    | Coalition Building         | • Read Libby, Chapter 6: Ten Common Elements of Successful Advocacy Campaigns: Steps 4 to 7  
• Read Ruggiano, Taliaferro, & Shtompel (2013)  
• Read Shipley (2004)  
• Watch Powerpoint/videos  
Policy Change Plan is due via email by Tuesday, February 23.                                            |                                                                                                  |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Material</th>
<th>Work Product or Assignment Due</th>
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<tbody>
<tr>
<td>7</td>
<td>Legislative Advocacy</td>
<td>• Read Libby, Chapter 4: Making Law: Confessions of an Erstwhile Legislator</td>
<td>Participate in Discussion Board dialogue initiated by instructor.</td>
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<td>• Read Libby, Chapter 7: Ten Common Elements of Successful Advocacy Campaigns: Steps 8 to 10</td>
<td>Continue active implementation of policy change plan with your group, documenting and evaluating the process, and making adjustments as needed.</td>
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<td></td>
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<td>• Read Thomas (2010)</td>
<td>Op-Ed (draft) is due via Blackboard by <strong>Tuesday, March 1</strong>. Each student will receive two other Op-Eds to constructively critique, and provide feedback to the author via email (with cc to the instructor) no later than <strong>Saturday, March 5</strong>.</td>
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<td>• Watch Powerpoint/videos</td>
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<tr>
<td>8</td>
<td>Community Organizing and Advocacy</td>
<td>• Read Cheezum et al. (2013)</td>
<td><strong>Op-Ed (final version)</strong> is due via Blackboard by <strong>March 8</strong>.</td>
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<tr>
<td></td>
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<td>• Read Walker &amp; East (2014)</td>
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<td>• Watch Powerpoint/videos</td>
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<td>9</td>
<td>Spring Break</td>
<td>• None</td>
<td>None</td>
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<tr>
<td></td>
<td>Evaluating and Monitoring Change</td>
<td>• Read Libby, Chapter 10: The 10 Steps Strike Again! Breaking the Tire Cycle</td>
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<td></td>
<td>• Watch Powerpoint/videos</td>
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<tr>
<td>Week</td>
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<tr>
<td>11</td>
<td>Group Work</td>
<td>• None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Note: Subject to switch with another week, pending date of Social Work Day on the Hill.</td>
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<tr>
<td>12</td>
<td>Project Updates</td>
<td>• None</td>
<td>Each group should prepare a 10-minute project update for their peers, which one or more members will present during the live session. Groups are encouraged to use the “Screen Share” feature in Zoom to show any Powerpoint presentations or relevant project documents.</td>
</tr>
<tr>
<td></td>
<td>Live session 4/5, 6:00 to 7:00 CST</td>
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</tbody>
</table>
| 13   | Ethical Dilemmas in Policy Practice | • Review Social Work Code of Ethics and frameworks for ethical decision-making from prior MSSW courses (e.g., Reamer’s, Ethical Principles Screen)  
• Watch Powerpoint/videos | Individually, each student should post to the Discussion Board a brief written description (1-2 paragraphs) of a policy practice ethical dilemma faced by you or your group this semester. Students should then participate actively by responding to others’ posts. |
| 14   | Social Workers in Politics and Policy Change | • Read Lane & Humphreys (2011)  
• Watch Powerpoint/videos | None |
| 15   | Presentations | • Watch all group presentations and at least three individual presentations recorded by your fellow students. | Final Presentations are due via Blackboard by April 26.  
Participate in final Discussion Board post initiated by instructor.  
Project Portfolios are due via email by Friday, April 29. |
Reading List


Policy Practice Project

Overview

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(s) targeted for change can be at the agency, neighborhood, local, state, national, or international level.

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

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

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

The project involves four graded assignments—a Policy Brief, 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:


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 worth 15% of your course grade and will be graded out of 100 points:

- Clear, compelling, and well-supported scope and background 30 pts
- Identification and analysis of well-reasoned policy alternatives 30 pts
- Clear, well-reasoned recommendation for policy change 20 pts
- Effective use of figures, tables, and/or boxes, etc. 10 pts
- Overall effective language, formatting, and style for a policy brief 10 pts
Policy Change Plan

Each group will prepare a Policy Change Plan, including all strategies considered and the rationale for those selected, which the group will then implement through the duration of the semester. The plan represents what your group intends to do. Change will happen, some strategies will work, others won’t, a few may need to be completely reimagined as the process unfolds. The plan serves as 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 15% 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 (i.e., 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
  - Advantages of each
  - Disadvantages of each
  - Specific resources needed to implement 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
  - Time frames or deadlines for implementation

- Explanation for why you chose the strategies that you did, and not others; incorporate evidence-based literature as needed to justify your rationale (10 pts)

- For each chosen strategy, identify how you will measure outcomes; i.e., success of (a) implementation, and (b) impact. This may also be presented in table format, and should include what measures you will use and how you will collect data. (10 pts)
• Finally, include a status report of what your group has accomplished to date. Include key meetings, partner or resource development, creation of educational materials, or other activities that you have started in order to implement your plan. (5 pts)

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

The final presentation consists of two parts: (1) a brief group presentation updating the class on the status and outcomes of the project, and (2) individual PechaKucha presentations about the student’s own contributions to, experiences with, and reflections on the policy change process.

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.

Following the group presentation, each individual member will give a 3 to 5-minute PechaKucha talk consisting of 10 to 15 Powerpoint slides, with each slide automatically advancing after 20 seconds. Creative license is extended to students to use this presentation for communicating what they personally contributed to the project, learned from the experience, or have reflected on as a future policy practitioner. Individual presentations should avoid repeating information that the class has already heard during the group presentation. Slides should be primarily visual with limited or no text—for example, photographs from your policy project experience.

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

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.

Also, students should plan to arrive early to upload all presentations before class, or email their presentation(s) to the instructor in advance.

For each student, the Final Presentation is worth 15% of your course grade and will be graded out of 30 possible points: (1) 10 points from the group presentation, with the same grade given to each member of the group, and (2) 20 points from the individual presentation.
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. Policy Brief (revised from original) 10 pts

III. Report on Project Activities 25 pts
   a. Statement of goal and objectives
   b. For each objective
      i. Intended versus actual strategies (what was accomplished, how, by whom, on what actual time frame, etc.; can be in table format)
   c. For each actual strategy
      i. Outcomes (intended, unintended, any unfinished activities, own plans to continue the effort, etc.; can be in table format)

IV. Evaluation and Critique 25 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 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)

V. Recommendations for Project Continuation or Extension 10 pts

VI. Appendix of Project Materials Used or Created (e.g., Fact Sheets, legislative correspondence, websites created, etc.) 10 pts

Overall professional presentation, formatting, editing, etc. 10 pts
Op-Ed

Each student will write an Op-Ed related to the student’s group policy project or another current and timely problem or policy issue of interest to the student.

Op-Eds should have a clear and logical argument and should be written with an interesting, compelling style. Be sure to review the Shipley (2004) reading for guidance on language and style. You should also read several Op-Eds online at the New York Times, Washington Post, Knox News Sentinel, or other newspapers for style and argument examples.

Each Op-Ed should be no longer than 750 words. Thus, your argument must be focused and clear. APA style is not expected for this assignment (e.g., Op-Eds do not use in-text citations).

Drafts will be peer reviewed. Each student will then revise his or her Op-Ed—refining arguments and clarifying or improving language—and submit the final version via Blackboard.

Final Op-Eds are worth 15% of your course grade and will be graded out of 50 possible points:

- Short, catchy, Op-Ed-like title 5 pts
- Single, clear, timely, compelling argument 15 pts
- Appropriate use of evidence to support argument 15 pts
- Appropriate and compelling Op-Ed writing style 10 pts
- Technical components (grammar, punctuation...) 5 pts