The University of North Carolina at Chapel Hill  
School of Social Work

Course Number: **SOWO 834  2008**  
Course Title: **Policy Practice**  
Instructor: **Marie Weil**

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**Course Description**  
**SOWO 269 Policy Practice**  
This course focuses on analysis and skills development in administrative/legislative policy, lobbying and advocacy at multiple levels. Policy practice roles in a range of student interest areas will be emphasized. (3 hour Seminar).

**MCP Roles Emphasized in Policy Practice**  
**Major Macropractice Roles—**

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<th>Leader</th>
<th>Facilitator</th>
<th>Manager</th>
<th>Organizer</th>
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<td>Mentor</td>
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<td>Developer/Innovator</td>
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<td>Evaluator/Researcher</td>
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**Course Focus**  
This course is based on the reality that all social work is grounded in policy and is therefore, inherently political. It is designed for macro practitioners with a focus on broad-based human service and social policy issues. A central focus is on social justice and human rights as explanatory concepts for progressive American and International social reform. A range of contemporary perspectives are covered in the readings to be employed for policy analysis in assignments and class discussions. Means to increase the influence of social work knowledge, research, values and ethics on policy development at local, national and international levels and in diverse social, economic, and political contexts will be considered. Consequently, course content is analytical, practical and theoretical. Major areas of social policy and comparative approaches to solving social problems will be emphasized using local national and international examples.

Selected legislative, administrative and judicial policies will be analyzed along with processes of policy development, monitoring, implementation and evaluation. Analytic, political and
interactional competency development will concentrate on the following areas: policy and context analysis at multiple levels; international policy comparative analysis; position taking; advocacy methods in management and community practice; lobbying methods; media and public education methods; organizing and coalition building; campaign strategies; policy monitoring; influence strategies; and development of policy proposals, presentations and analyses in the students' major areas of interest.

Course Objectives:
At the conclusion of this course, students will be able to:
1. Define and analyze the purposes and scope of policy analysis and policy practice.
2. Understand and be able to describe the processes of policy making as they operate in legislatures and administrative bureaucracies.
3. Explain the impact of legislative and governmental policies and regulations on the operation of the nonprofit human services sector and discuss variations in public/private partnerships in service provision.
4. Analyze the interactions of various social, political, historical and economic factors that shape policies in human services, especially as they relate to diverse populations.
5. Discuss and critique the role of social theories, ideologies, and values that shape policy alternatives and outcomes, especially as they relate to diverse and vulnerable populations.
6. Conduct policy analysis research on Statute Laws, the Federal Register, and implementation of social program policies at the local level.
7. Demonstrate specialized knowledge and expertise in analysis, research and implementation issues in a policy environment of the student's own choosing.
8. Demonstrate skills in policy analysis and research.
9. Demonstrate knowledge and specific skills in multiple types of lobbying strategies.
10. Explain the ethical responsibility of social workers as delineated in the NASW Code of Ethics to influence social policy to promote the welfare of vulnerable populations and promote social justice.
11. Document and demonstrate multiple strategies and skills in policy advocacy to promote social justice in roles related to work with legislative bodies, nonprofit organizations, citizens' groups, and coalitions.

Course Goals:
At the conclusion of the class, students will be able to:
1. Understand and apply concepts and principles of human rights and social justice on national and global levels using the Universal Declaration of Human Rights and other United Nations conventions, declarations and related documents.
2. Understand the development perspective in relation to social policies in the United States and selected nations, and discuss differing policy positions in terms of political philosophy and ideology.
3. Define and discuss the central concepts of liberty, freedom, equality, and justice.
4. Analyze and critique questions of “who wins and who loses” in policy decisions in areas of selected interest.
5. Understand the implications of the global economy on selected policy issues at local, national, and international levels, including the interconnections between peoples and across nations.
6. Critically analyze social policies from local, national, and international perspectives.
7. Understand and be able to articulate at least two frameworks for policy analysis and policy practice (development perspective and one chosen from options in readings).
8. Present comparisons of selected policy issues from the context of the U.S., another industrial or post-industrial nation and a less industrially developed nation.
9. Demonstrate policy practice strategies, including analytic skills, political skills, values clarification skills, advocacy skills, and communication/organizing skills.
10. Demonstrate skill in policy analysis and position-taking regarding specific national and international issues and discuss a nation’s responsibility for the welfare of its people.
11. Demonstrate skill in lobbying or in development of a lobbying plan, and in analysis and critique of administrative policies.
12. Apply the NASW Code of Ethics, the International Federation of Social Workers Code of Ethics, and human rights and social justice concepts to analysis of agency policy, legislative policy, regulative and administrative policy, and judicial rulings.
13. Engage in peer-learning, class exercises, debate and discussion of a range of policies and policy practice issues and strategies.

**Skills List for Policy Practice**

Policy Analysis at Multiple Levels
Engaging Community Groups or Organizations in Policy Development or Change
Facilitating Policy Discussions—at Community Meetings or Coalition Meetings
Policy Implementation and Program Planning—Developing Program & Agency Policies
Moving from Legislative Policy to Guiding Regulatory Policy
Comparative Policy Analysis: Development Perspective as compared and contrasted with previous perspectives or models--local or international
Advocacy Strategy Development—Cause or Legislative Focus
Comparative Policy Analysis: by Policy Models/Perspectives or National Approaches
Lobbying and Developing a Lobbying Plan
Leadership Development for Policy Advocacy with Organizations or Communities.
Policy Strategy Development—for Developing a Policy or Changing a Policy
Interpreting Legislation and Regulations
Using Legal and Policy Tools for Social Change
Policy Presentation and Discussion Training—How To’s
Monitoring and Evaluating Policy Implementation—Administrative and Program Policy
Developing Position Papers for Organizations or Coalitions
Organizing Groups and Communities for Policy Advocacy
Comparative Analyses of International and/or National Policies
Empowerment Approaches to Engage Citizens in Social Policy Advocacy
Policy Coalition Development
Policy Agenda and Proposal Development, and Policy Education Strategies

**Prerequisites**
MSW Students: SOWO 501. Graduate Students in other Departments: Experience in policy analysis and at least one other graduate course in public social policy, and permission of the Instructor.

**Required Texts**

**Recommended Texts:**
Teaching Methods
This course is constructed as a seminar with major emphasis on policy analysis and policy practice skills development employing peer learning and adult learning methods. Students are expected to take responsibility for being able to discuss readings and relate them to class discussions and field or work experiences and to prepare presentations and reports to share with class members and the instructor. Lectures are used to introduce policy and policy practice issues, tensions and contexts. Students are expected to use critical thinking and policy analysis skills in discussion, group exercises, papers and presentations.

The course uses instructor and student-led cognitive learning approaches and engages students in discussion of issues related to: specific social policies at multiple levels, social work values, social justice, human rights, policy development, policy practice roles, skills development in policy analysis and presentations, advocacy and lobbying. Experiential learning methods are used by the instructor, by individual students and by groups of students to assist in developing understanding and experience with major policy practice roles.

Class Assignments and Evaluation
Four major skills development assignments are required for this course. In addition, homework assignments and in-class group work will be required. For the First Assignment you will conduct a Comparative Policy Analysis on a policy topic of particular interest and compare and contrast the operation of that policy in three nations. In the Second Assignment you will practice critiquing and developing administrative and program level policy. Brief homework assignments will be required to assist in skill acquisition. The Third Assignment involves either a Lobbying Visit and
brief analysis or a Detailed Lobbying Plan and longer issue analysis based on the lobbying plan format in Avner (2002). If NCNASW organizes a lobbying education day this year the class will participate in that activity. In the Final Assignments all you will conduct a policy analysis in an area of special interest (local, regional, national or global) and an analysis of policy practice strategy to move the policy agenda forward. The first and final assignments will involve formal presentations (some in groups) as well as papers, and the second and third will involve class discussion as well as brief papers. All papers should be prepared in accordance with APA format. The percentage of final grade for each assignment is indicated with the following list:

Assignment List and Percentage of Grade:
1. International Comparative Policy Analysis 30%
2. Administrative/Program Policy Analysis and written assignment (Including in-class and homework on administrative/program policies) 12%
3. Analysis and Discussion Paper on either a Lobbying Visit or Preparation of a Detailed Lobbying Plan using Avner’s model. 18%
5. Class Participation 10%

First Assignment: U. S. and International Comparative Policy Analysis 30%
You will develop and analyze, a comparative case study focused on a topic of major interest. In order to analyze this policy area, you will compare relevant policies (or absence of relevant policies) in the US, in another industrial or post-industrial Nation, and in a Developing Nation. A Framework for Analysis will be provided and you should critically analyze the policy for each selected country, compare and contrast the policy approaches, and conclude with your own perspective on what would constitute a sound policy in this area in the given contexts.

Oral Presentations. You will present the major findings of your International Comparative Policy Analysis in a Power Point format including the relevant Human Development Index materials for each selected nation, a comparison of national policies on the selected topic, information from the Framework Chart, and your major recommendations for strengthening each policy given the context, culture, and economic status of each nation. Develop a Handout for all class members to illustrate comparisons, conclusions and your recommendations. E-mail a copy of the presentation to the Instructor prior to or on the date of your presentation.

Paper. You will submit a Briefing Paper that includes charts, diagrams or other visual presentation methods (drawn from your Power Point presentation) to illustrate and compare the selected national policies in your area. Introduce your paper with your argument as to why this issue is of importance to national (and/or international) social policy and why it merits increased legislative, judicial and/or administrative attention and action. In the paper you should also present the relevant Human Development Index materials for each selected nation, an analytical comparison of national policies on the selected topic, analysis of issues from the Framework Chart, and your major recommendations for strengthening each policy given the context, culture, and economic status of each nation. Conclude with indications of what each selected nation can learn from the others and propose the major components that would comprise a sound national policy in your area of interest. (Consider your own research, readings from Drake, Hall and Midgley, and other class sources for the paper.) Attach your Framework Chart to the assignment. (Text of Paper 7-8 pages maximum –though charts or appendices may make it longer).

If desired, presentations may be done by student dyads.
Oral Presentation Time: 12-14 minutes plus time for class questions & discussion.

The Briefing Paper is due on the day of presentation. Your Handout, Framework Chart and PowerPoint are to be submitted along with your paper. Final date for all papers is Feb. 25th

**Second Assignment: Administrative and Program Level Policy: Development (Revision) and Implementation Communication**

**Due March 24th**

This assignment provides you with an opportunity to hone your skills in agency level policy analysis, preparation and communication. There are three Options for this assignment. Two are individual options. You may be dealing with the development, revision and implementation of a policy within an agency, or interpreting and communicating about how to implement a new legislative or judicial policy. In both options you will be responsible for **developing or interpreting the policy** and presenting an **implementation memo**. (If most students are not placed in an agency that is currently involved in implementing any new policies or revising policies, Option C, a group focused assignment will be used.

**Option A: Agency Policy:** You may (a) DEVELOP a New Administrative Policy (which may be one you are working on, individually or with colleagues, in your field agency) or (b) CRITIQUE and DEVELOP a Policy Revision to be used within one agency, among the agencies in a multi-site organization, or to be used among a coalition of agencies. The policy itself may be prepared as a revision for an agency policy manual, a protocol, or another form of administrative policy.

In addition to providing the new or revised policy, write a paragraph on a separate page that justifies the policy and documents its need and purpose. Also provide an Implementation Memo that briefly explains the purpose of the policy and provides the instructions for how it is to be implemented.

Or

**Option B: Implementing Legislative or Judicial Policy:** You may present and interpret a new legislative or judicial policy that will need to be implemented by your agency, among the agencies in a multi-site organization, or to be used among a coalition of agencies. In this option you will submit a copy of the new policy and (a) Write (in comprehensible English) an Interpretation of the policy and what it will mean for your agency’s practice and policy positions; and (b) Create a Policy Implementation Memo that instructs administrators, managers, and staff (or other agencies) how to comply with the policy.

Central points for this assignment are to provide practice in devising or interpreting a policy and to test your skills in writing a clear and cogent policy implementation memorandum—a frequent task of managers and administrators in both nonprofit and public settings.

For Option A or B, your Implementation Memo should ideally be one page, though if very complicated you may need a page and one half. (Length of the Administrative Policy itself will vary.)

**Or, if most students are in an agency not currently engaged in any policy changes, we will use Option C.**
Option C: Legislative/Administrative Policy Analysis
This assignment has two parts: first, a group exercise in class to analyze and critique a policy and highlight points to include in an implementation memo; and second, individually to write a brief policy implementation memo and your critique and recommendations about the policy issue. In your individual critique utilize relevant class readings.

Depending on the policy selected, students will read and carry out one of the following tasks:
(a) Analyze and critique an existing agency level policy and write an implementation memo for managers and staff;
(b) Analyze and critique a legislative policy (or regulations) and develop a policy memo for managers and staff on how to implement the policy in an agency.
(c) Critique and revise a guiding policy for an agency or organization (and provide a discussion of reasons for the revisions made); or
(d) Develop a brief agency-level administrative policy that you think is needed to improve services or operations in an agency-level interpretation of a policy in an area of major interest.

A central point of this assignment is to test your skills in writing a clear and cogent policy implementation memorandum—a frequent task of managers and administrators in both nonprofit and public settings.

Policy analysis will begin in small group discussions of specific policies brought in by class members. Policies can be selected from legislation, the Federal Register, from N.C. Statutes, or governing policy for an agency or program. The program name and the statutory, legal and administrative authority of the policy should be identified. In your group discussion use legislative or administrative policy analysis methods (See Jansson, 2007) to understand, analyze and critique the policy. Note major issues and points of critique on easel paper as well as your group's recommendations for writing an implementation memo for the policy.

For class the following week, develop your individual policy implementation memo. Your memo should include the following:
(a) An introduction that provides a brief description of the purpose of the policy and revisions or changes you have made;
(b) Your Policy Implementation Memo—written directly as a memo to managers and staff to provide guidance on how to implement and assure adherence to the policy.
(c) In the brief accompanying analysis, note what changes or innovations the policy (and the implementation memo) represent; the intended positive outcomes and potential negative outcomes (for end users); and note any critical questions that the policy may raise for social programs, for social work ethics or for adequate implementation; Note also your recommendations for policy improvement.

Central issues and recommendations for policy change will be discussed in class. Your Policy Memo should not exceed two pages and your analysis should not exceed three pages. (In policy and administrative communication succinctness is a virtue).

Alternatively, the student may develop a program policy memo to illustrate either strict adherence to a newer policy or one that provides looser conformance. Policy purpose, critique and rational should be presented.

Third Assignment:
You may choose between Option A and Option B 18%
If NCNASW organizing a Lobbying Education Day, the Class will participate in that event and Option C will obtain.

Option A. Lobbying Visit and Brief Paper (May be submitted at any point in the semester)
Students who select this option will plan and carry out a lobbying visit with a member of a state legislature, a legislative committee, a member of congress, or a member of a city or county council, or present at a council meeting, or present a policy position to a city or county planning committee, or another decision-making body. The Lobbying Visit Can Take Place At Any Point In
The Semester. Students should develop a sound plan for the lobbying visit, and specify clear points for a position statement that can be presented in a brief period of time. Following the visit, the student should submit a brief paper and class presentation assessing the productivity of the visit, including the plan, goal, and outcome and a brief discussion of the lobbying policy issue. The position-taking handout should be shared with the class along with thoughts about possible follow-up and lessons learned. (paper length 5-6 pages).

Option B. Detailed Lobbying & Action Plan (To be submitted by March 31st)
This assignment provides an opportunity to simulate the development of an Agency Lobbying and Action Plan. You will use the format and worksheets provided in the Avner text (2002) to develop your plan. You may select a policy/lobbying issue that affects your field organization (or a place of previous work experience) or you may select a policy area of greatest interest to you to follow. Carefully read Chapters One through Three in Avner and decide on your strategy for completing the assignment. Focus on an issue related to your field work or another issue of great interest to you. Given the research and thinking involved for this assignment, you might want to consider focusing on the topic you will use for your final paper. Analyze the steps in planning a lobbying strategy in those chapters. To complete the assignment, Xerox the Worksheets (Appendix E) in Avner. Completing and submitting these sheets will constitute your Lobbying Plan. Some material you will have at hand, some you may have to fabricate to set the context (real or imagined) for development of your plan. We will discuss the “Preplanning Checklist” issues in class and you will start your plan with Worksheet 1. If you are not using your field agency or an agency that you know well, you can select an organization (real or imagined) that you think would be appropriate to lobby in the area of interest to you. Careful study of Jansson will assist in completing this assignment.

If you are using a simulated organization (or if your field agency is not involved in any lobbying), and cannot provide “real” answers to questions such as those in Part B. of pp. 178-9, instead make notes on what factors would indicate that people were (for example) prepared to engage in lobbying work, or (item 4 p. 179) what you would see as a “system” to mobilize constituents. Think about what would be needed to respond for each area; and for example item 6. p. 180 what actions would be most important for an organization to take for the issue of concern to you. For Worksheet 3 consider what criteria you would use to select policy issues to concentrate on. For Worksheet 4 select one or two state or national legislative issues (could be one of each) and note your reasons for selecting the issue. Use one issue for Worksheets 5 and 6. You should be able to use state, local or federal websites for the planning issues in Worksheets 7 and 8. Decide which lobbying strategies from Worksheet 9 would be most useful in relation to your issue and “organization”. Indicate roles and responsibilities for four of the positions in Worksheet 10. Worksheet 12 asks for a budget for lobbying work. Be prepared for class discussion on this issue, but you do not need to complete it for the assignment. Use Worksheet 13 as recommended to organize and finalize your lobbying plan. We will Discuss Worksheets 14, 15 and 16 in class; you do not need to complete them for your assignment. Be prepared especially to discuss media relations issues.

After you have selected your issue, we can discuss the strategies you will need to use to develop your plan.

Option C. Participation in NCNASW Event and Reflection Paper: (To be submitted week following NASW Event)
Students will participate in Social Work Lobbying Education Day which involves attending a training and briefing session with NASW staff and participants from other social work schools and departments and then
making lobbying visits to members of the North Carolina General Assembly. While the Lobbying Day has been focused primarily of child welfare issues because it involves all participants in the NC Child Welfare Collaborative, you may now participate in that work or lobby for an issue of your choice. Be sure that you have read the relevant chapters from the Jansson text and Avner sections in preparation for your visit. Be prepared with one or two note cards with bullet points that you wish to make during your visit (your position points/statement), and have in readiness an “elevator” speech (two to three short sentences) in the event that an opportunity to connect with a Representative or Senator informally occurs.

Students should develop a sound plan for the lobbying visit, and specify clear points for a position statement on your issue that can be presented in a brief period of time. Following Lobbying Education Day, you should

(1) Submit a brief reflection paper assessing (a) the productivity of your lobbying visits (including the plan, goal, and outcomes); (b) the usefulness of the training session; (c) your own reactions to acting as a lobbyist; (d) your thoughts about possible follow-up and lessons learned; (e) how you might modify your strategy in subsequent lobbying visits; and (f) a brief description of the policy issue you chose and its importance in North Carolina. (paper length 3-4 pages).

(2) Participate in class analysis and discussion of the Lobby Day experience and lobbying as a policy practice skill. Turn in a copy of your “position points” and your “elevator speech” on the day of class analysis and discussion.

**Final Project:** (Due Final Day of Class)

**Policy or Comparative Policy Analysis and Policy Practice Strategies**

For the Final Paper, select a policy issue of major interest to you. You will conduct a professional level analysis of the policy, including the context and the issues it raises and examine intended outcomes, likely or actual outcomes, “who wins and who loses” with the policy and a discussion of its relationship to social work values and ethics. You may build on course readings, comparative analyses and lobbying visits or legislative/administrative analysis. Salient points from the previous assignments may be included (if you are focusing on the same topic). The major thrust of the final paper will be the analysis of the policy area in the US (and/or NC), unless you choose to pursue further international policy analysis or comparative analysis. Papers may focus on analysis regarding revisions needed in a policy area, or highlight gaps in policy and recommendations and components needed for development of a new policy.

In addition to the analysis of the policy and recommendations, you should analyze the socio/economic/political (national [state] and global) contexts and the competing political positions related to the policy issue; and document means to overcome obstacles to the policy. You will also provide a description (charts bullet points are acceptable components) of a policy practice implementation plan based on one of the policy practice skills areas listed in the course syllabus—for example work in lobbying, policy education, media and public education on a policy issue, work with coalitions, building community advocacy and policy agendas, using technology for advocacy and policy campaigns, etc. You will present and analyze the policy practice strategy and assess with what groups it is likely to be effective. Finally the paper should focus on central issues and challenges likely to be experienced in implementation of the recommended policy and ideas and recommendations to promote positive and effective implementation of the policy. (15-17 pages).

The Final Assignment could also relate to the following areas:

1. Lobbying campaign & analysis with analysis of specific policy issues—local state or national
2. Policy analysis and implementation in a program all steps needed to assure that policies are followed—program goals, objectives, methods, procedures, methods, and evaluation
3. Policy critique, development of a new policy recommendations and lobbying plan.
4. International analyses
5. Policy analysis—comparing ideological/political perspectives and policies—and your recommendations related to needs of population of interest.

Class Participation: 10%
Oral presentations, handouts, leading seminar discussion and facilitative leadership of group projects and exercises, along with quality of participation in class discussions, debates, exercises and questions for others students’ presentation will be counted in the final grade. Students are expected to attend all classes.

Course Expectations
Attendance: Students are expected to attend all classes, to be prepared for seminar discussion of assigned readings, and to be engaged in discussion of other students’ topics as well as their own. Missing three classes will result in lowering of grade by ten points. Students may be excused from class if they are participating in a major learning experience related to their field agency’s work or attending a professional conference.

Students will be asked individually or in small groups to become thoroughly familiar with particular assigned readings for specific sessions and to lead discussion of questions related to those readings with the class.

Students are encouraged to use the Internet to explore policy practice related sites and to gather needed information. For example, the UN websites for Treaties and Conventions—Human Rights, Rights of the Child CEDAW, Refugees, etc. will be critical components of our policy discussions. All students will study Human Rights and each student will select another international document in an area of major interest. That website address is: http://www.unhchr.ch/ where you will find the human rights treaty declaration in over 30 languages. Also, you will be able to link to other treaties and conventions.

Students are encouraged to review the web site of Influencing State Policy (www.statepolicy.org) (sponsored by Virginia Commonwealth University’s School of Social Work) and to follow relevant issues or participate in projects. You will be expected to review the websites for the NC Legislature and for the National House of Representative or Senate to track legislation.

Two additional Web sites that may be of use are:
(a) For lobbying considerations before beginning your assignment: http://www.cirnow.org/content/en/action_lobbying.htm

(b) Regarding meetings with members of congress and the administration http://www.cirnow.org/content/en/action_meeting_congress.htm

The final assignment of the semester is a policy analysis paper that examines a current issue in human services policy. Papers can use analytic, political, or implementation models—or some combination of these models. They can emphasize a specific policy issue in the United States—or they can take a comparative perspective. Analytic and implementation papers should examine existing research, identify policy alternatives, and present a case for a preferred policy in the context of political/economic/social realities.
Since this is an advanced level master’s course, it has high expectations for reading, analyzing, and critiquing professional literature and presenting your own work for discussion and evaluation. Each written assignment is expected to show evidence of critical thinking as well as thoughtful consideration of the policy literature, and other relevant resources. Papers are expected to include in-text citations and a summary list of references following the APA Style Manual. Assignments should be word-processed or typed (double spaced) employing correct English usage, grammar, punctuation and spelling. To be acceptable for advanced graduate work, assignments must be at a level of professionalism expected of professional policy practitioners.

Grading Policy:
The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values for these grades are as follows:

- H = 94 –100
- P = 80 – 93
- L = 70 – 79
- F = 69 and below

A grade of P is “entirely satisfactory” master’s level work. On a traditional grading scale, a P would range from an A- to a B-. The grade of H (Honors) signifies that the work is clearly excellent in all respects.

Policy on Incompletes and Late Assignments
Students are expected to turn in written assignments to the instructor on the appointed date. If an illness or major professional commitment prevents timely submission, contact the instructor immediately to discuss implications and to work out arrangements to get the assignment to the instructor as soon as possible. The University has strict policies that govern giving a grade of Incomplete. This grade is given only in serious extenuating circumstances.

Policy on Accommodations for Students with Disabilities
Students who require accommodations in relation to class participation or assignment completion should notify the instructor on the first day of class and provide a brief written statement in relation to needed formats.

Honor Code Expectations
Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating:

“I have not given or received unauthorized aid in preparing this written work; I have not plagiarized the work of anyone else from books articles, web sites or personal communication; and I have not submitted work for this class that was developed for a previous or concurrent course.”

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action will be taken as required.
January 14th

1st Introductions and Course Overview—Scope of Policy Practice

First Class

Introductions;
Discussion of major course areas and review of syllabus and assignments;
Your Interest Areas: Possible Final Topics; Possible National Comparisons—Countries and Issues;
Local, State or National Lobbying Issues; Administrative/Program Policy Issues;
Opportunities for Policy Practice in Field Placements or Work Experience?

Readings:

*Jansson, Chapter 1. Joining a Tradition of Social Reform.

Assignment Choices Forms.

Discussion: Jansson Chapter One and Policy Challenges; and U.S. Political Documents

Homework Preparation for 1st Class:

Think about what topics and issues in social policy are most important to you.

One of the foci for this course is a shared teaching/learning process whereby we teach each other and learn from each other to expand everyone's knowledge of a range of policy issues.

Come prepared to discuss the First Chapter of Bruce Jansson's Book:

Read this chapter "Joining a Tradition of Social Justice" carefully and be prepared to discuss the issues raised in the Chapter Summary p. 36.

To begin our shared endeavor with policy practice skills, work on the following "Policy Advocacy challenges":

1. Carefully consider the discussion and Table 1.1 (p. 17) covering Ideological Positions. Take on Policy Advocacy Challenge 1.4--take some notes and be prepared to discuss the relation of ideology to different courses of action in response to Hurricane Katrina.

2. Review PA Challenge 1.3 and be prepared to discuss issues of social work agencies abilities to respond to disasters.

3. View PA Challenge 1.7 (at www.thompson.com) and be prepared to discuss his lobbying work and your thoughts about his ideology and tactics.

4. Review the material in PA Challenge 1.9 and take up the Challenge in 1.10 and be prepared to discuss the questions in class.
DATE: January 21st No Class Martin Luther King Day

Give consideration to your topic selections for the Comparative Policy Analysis Assignment and the Final Paper.

Readings:
* UN Universal Declaration of Human Rights.

Homework Assignment to Prepare for Second Class:

Policy Practice: Global Issues and Models
1. Study the United Nations’ Universal Declaration of Human Rights and make notes regarding 2-3 points that particularly interest you. Also note any questions that you have about specific sections.
2. Select two additional conventions, declarations, treaties or other documents that relate to areas of special interest to you (for example: children, women, refugees, etc.). Download the documents (or major relevant sections if very long) and be prepared to discuss the documents in class considering: purpose; scope; and central issues.
3. Write down an example of how to strengthen a particular convention or right drawing from material in the Jansson and the Hall & Midgley chapters.

*Universal Declaration of Human Rights
* Select, review, download, read and analyze two UN Documents of interest (there are numerous documents, choose two that are of particular interest to you)
The following documents are examples:
CEDAW—Women’s Rights  Rights of the Child
Sustainable Development  Refugee Rights
Civil Society or other documents listed on UN Web Site

Class January 28th Analysis & Discussion of Global Documents and Students’ Areas of Interest
2nd Class

Class Preparation & Materials:
Select Interest Area for final presentation and issue and nations for comparative policy analysis. Identify and download information about two other nations regarding policy and your area of interest; search for selection of articles in interest areas and/or policy context in relevant nations.

Exercise: Completion of forms and discussion of special topic preferences and groupings and materials you have found related to your topics.

Areas and Questions for Discussion—Make Notes & Develop Questions and Ideas on these issues considering both the UN materials & assigned chapters:
Discussion of selected UN Declarations, Conventions, Treaties and information from Web Sites:
- How have Declarations, Conventions and Treaties of the United Nations begun to shape international social policy?
- What differences have they made in the lives of people in Developing Countries, in “Developed” Countries? In the U.S.?
- What can we learn from international perspectives?
Discussion of Global Economic Issues and Social Crises in relation to
(a) selected UN Documents;
(b) Hall & Midgley's perspective on Social Policy for Development; and
(c) Jansson’s perspective on participating in policy advocacy—extend this to international issues.

Readings:
*UN Universal Declaration of Human Rights.

Recommended Readings:

February 4th
3rd Class
International Perspectives and Value Perspectives
and Issues of Race and Multicultural Societies

Homework Preparation for Class Exercise: Skills Development: Position Taking; Questioning; Discussion/debate on issues raised by the required readings with regard to poverty, inequality, exclusion, and human rights in relation to issues of race, gender and Multicultural Societies.
1. Prepare two statements that you think are important value and policy issues in relation to the above topics.
2. Prepare two questions about the above topics that you want to raise with the class.
3. Write a brief paragraph providing your comparison and contrast between the NASW Code of Ethics and the IFSW Code of Ethics.

Readings:

Recommended Readings:
Estes, Richard, “Toward Sustainable Development: From Theory to Praxis”
**February 11th**  
**Policy Advocacy, Global Issues, and Women’s Rights**  
**4th Class**

**Homework Preparation for Class Exercise:** Issue Identification, synthesizing readings and posing questions for discussion:
1. For the Jansson Chapter, list the three policy practice skills you are most interested in strengthening.
2. Consider the Prigoff, Estes, and Padilla & Sherraden chapters. Prepare three statements you wish to assert that integrate the topics of concern and synthesize issues from the three readings. Be prepared to identify the value base that supports your statements and policy issues that relate to your statements. Be prepared to support the position that you take.
3. Write a brief paragraph that identifies your concerns and questions about the rights of women and girls in the U.S. and in other nations.
4. Be prepared to discuss and categorize positions taken on these issues and perspectives expressed.

**Readings:**
- *Estes (2003) Global Change and Indicators of Social Development. Chapter 28 in Handbook of Community Practice. (B of R)*

**REVIEW:** *Padilla & Sherraden (2004) “Communities and Social Policy Issues: Persistent Poverty, Economic Inclusion, and Asset Building”. In Handbook of Community Practice.*

Class Members are required to read one of the following four chapters that focus on central policy issues related to the Rights of Women and Girls:
If you have another related reading that you prefer, clear it with Instructor.

**Recommended Readings:**

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**February 18th**  
**Ecology of Policy, Economic Justice & Global Challenges**  
**5th Class**

**Homework Preparation for Class Exercises—make notes for discussion:**
1. Be prepared to discuss central issues from Jansson’s Chapter 4 and 5.
2. From your notes on Jansson, be prepared to extend your ideas about the ecology of policy and issues of building agendas to international and global social policy areas.
3. How would you describe the ecology of policy for your international comparison issue?
4. How can you and other social workers contribute to national and international work for economic justice? Be prepared to discuss this issue in relation to either rural development or urban development depending on which Hall and Midgley chapter you read.
Readings:
*Jansson, Chapter 4. Understanding the Ecology of Policy in Governmental, Electoral, Community, and Agency Settings; and Chapter 6. Committing to an Issue: Building Agendas.

Select EITHER:

February 25th

First Paper Due, Class Presentations

Comparative Policy Analyses of Special Issues:
U.S., “Developed Nations” and “Developing Nations”

6th Class

Presentations & Discussion

Readings:
*Haynes & Mickelson, A Proactive Approach to Policy Development (Section of Chapter 5. in Affecting Change, pp. 73-80.

Recommended Reading:

March 3rd

Legislation, Regulations and Administrative Policy: Interest Areas & Analyzing Problems and Developing Proposals

7th Class

Homework Preparation for Class Exercises:
Exercise 1. Consider the issue of interest to you (a) at the National or State Level and how different ideological positions shape policy direction in that area; and (b) at the Agency Implementation Level where ideological positions may support or substantially undermine a policy that is to be implemented. Be prepared to utilize the policy perspectives that you select to compare in your drafts (or another if you have a clear sense of the position, values and ideology—and describe that position).

(a) National or State Level Issue: Write two brief paragraphs, one that describes your preferred policy position on a chosen issue and listing two or three points you would use to advocate for the policy and your position. Write another paragraph in which you describe an ideologically opposing view of policy strategies for this area of social policy. (Identify the Value and Ideological Base of both positions.)

(b) Agency Implementation Level: Using the same issue (or another if necessary), consider the kind of policy that would need to be written within an agency to implement this policy.
   (1) Develop some bullet points that would be important to implement the policy in an agency as it is articulated (including value and ideological base) at the State or National Level.
Develop a set of bullet points that would be used if the agency’s intent was to dilute or undermine the policy at agency implementation level.

Note for yourself the value and ideological base illustrated in items (a) and (b). Following completion of discussion, be prepared to identify which implementation strategy is most congruent with your own thinking.

**Exercise 2. Make notes for discussion:**
(a) What ideas from Jansson, Schenider & Lester and Haynes & Mickelson would shape your efforts in developing your policy proposal in your area of interest given the byplay of competing policy ideologies?
(b) How would you frame your central proposal issue if you were to present it to a policy group likely to be supportive of your basic policy position, value base and ideology?
(c) How would you frame your central issue if you were to present your issue in to a bicameral body where the ideological divisions are sharp.

**Readings for Class Exercise 1. Discussion & Debate:**
Read two of the following five Chapters for class discussion/debate to compare basic ideological perspectives on social policy (we will divide class into sub-groups for discussion/debate):
Midgley, Social Development Perspective, Chapter 29 in Midgley, Tracy & Livermore.

**Readings for Class Exercise 2:**
*Schenider and Lester, Chapter 8. Administrative Advocacy.

**Recommended Reading:**

**Set up Working Groups for Class on March 17th**

**March 10th Spring Break**

**Readings:**
*Haynes & Mickelson, Chapter 9. Monitoring the Bureaucracy, pp. 133-144.

**Assignment:** Begin working on your Lobbying Plan (if that is your assignment choice). The Lobbying Plan can be submitted any time following Spring Break until March 31st.
March 17th  Presenting and Defending Policy Proposals & Using Power
8th Class --Brief Presentation Groups

Homework Preparation for Discussion & Exercises: Using your notes from the readings and basic knowledge of the policy proposal you group is working with, be prepared to work in small groups to illustrate strategies of using power and influence to present and defend a selected policy proposal idea.

Exercise 1. Using Power & Influence with different constituencies for selected policy proposal;
Exercise 2. Working to exercise influence with selected policy proposal:
   (a) with a small supportive group of legislators (lobbying strategy);
   (b) with a small group of legislators either proposed to the policy idea itself—or to the means you use to address the social issue (lobbying strategy).

Readings:
* Sections from Haynes & Mickelson, Chapter 8. Tools to Influence and Organize Others, pp. 116-130.
* Schneider & Lester, Chapter 7. Legislative Advocacy.

Recommended Reading:
Jansson, et. al: Four Models of Policy Practice in Local, State, and National Arenas, Chapter 17 of Handbook of Community Practice.

March 24th Developing Political Strategies and Putting Political Strategies into Action through Administrative Policy
9th Class Administrative Policy Assignment Due

Presentations: In Class: Present Assignment Two results in brief presentation groups. In your discussions (as well as in your written assignment) utilize points from the assigned readings.

Readings:
* Sections from Haynes & Mickelson, Chapter 10. Political Action Committees, pp. 146-158.
* Avner, Chapter 4. Nonprofit Lobbying and the Law
* Mondros (2004). Political, Social, and Legislative Action, Chapter 14 in Handbook of Community Practice

Recommended Readings:
Drake, Chapter 8. Policy Analysis.

March 31st Ballot-Based Policy Advocacy and Troubleshooting
10th Class Lobbying Assignment Due if not already submitted

Exercise: In small groups identify and note strategies from the readings and other sources for voter registration, ballot-based advocacy, opportunities to influence policy positions in the political process and trouble-shooting tactics.
**Readings:**
*Jansson, Chapter 13. Engaging in Ballot-Based Policy Advocacy; and  
*Schneider and Lester, Chapter 9. Advocacy Trends and Practice Implications.  
*Schneider & Lester, Chapter 6. Cause Advocacy

**Recommended Readings:**
Hoff, M.D. & McNutt, J., Social Policy and the Physical Environment, Chapter 31 in Midgeley Tracy & Livermore.

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### April 7th

**Assessing Policies**

**11th Class**

**Questions for Discussion:**
1. At this point in the semester what are the principles and implementation considerations that you use to assess a policy and its impact on the populations social workers serve?  
2. Bring in one question and a useful idea from each of the readings for discussion of ways to assess current policies. How do we assess whether an existing policy supports or undermines human rights? Whose rights? How do we assess the presence or absence of a development perspective in existing policies?

**Readings:**

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### April 14th

**Where Do We Go From Here? -- The Future of Social Policy**

**12th Class**

**Roundtable Presentations**

**Readings:**

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### April 21

**Final Class**

**13th Class**

**FINAL PAPER DUE**

Course Evaluation  
On-going Learning Assessment

**Roundtable Presentations**