

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

COURSE NUMBER:	SOWO 834.001
COURSE TITLE:	Advanced Policy Practice
SEMESTER/YEAR:	Summer II 2020
TIME & LOCATION:	Wednesdays from 1PM-4PM (virtual)
INSTRUCTOR:	JP Przewoznik, MSW
OFFICE PHONE:	919.962.6470
EMAIL ADDRESS:	jp2019@email.unc.edu
OFFICE HOURS:	Tuesdays 12:30-2:30 drop-in (virtual), or by appt.

Course Description

This class will explore decision-making and strategy models that will engage students in the development of practical knowledge and skills in the areas of policy analysis and advocacy.

Course Objectives

At the end of this course, students will be able to:

1. Engage with definitions and examples of anti-oppressive policy practice.
2. Demonstrate the comparative analytic, and value assessment skills that enable social workers to evaluate selected state, national, and international policies and apply change strategies.
3. Demonstrate policy practice strategies applying analytic, political, values clarification, advocacy, and communication/organizing skills.
4. Critically analyze selected social policies from state and national or international perspectives applying the course's framework for comparative analysis.
5. Demonstrate skill in position taking and advocacy strategies.
6. Engage in peer-learning, class exercises, debate and discussion of a range of policies and policy practice issues and strategies and identify policy principles, provisions, and outcomes.

Expanded Description

As a course in the Specialist Curriculum, SOWO 834 builds on knowledge gained from the Generalist Curriculum courses by providing an opportunity for more detailed study of complex problems, ideas, and strategies. This course focuses on skill development in policy analysis and advocacy. Students explore policy sectors and develop evidence-informed products to strengthen skills that advance social justice.

Required Texts

Colby, I. C. (2018). *The Handbook of Policy Practice*. Oxford University Press.

Teaching Methods

The success of this class depends on the development of a challenging yet supportive learning environment, reflecting the values of the social work profession. This is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, taking risks to learn and grow, clearly articulating your point of view, and linking experience to readings and assignments. Teaching methods will include lecture, discussion, multimedia presentations, small group activities, and self-reflection. This is a course that depends on a high level of engagement and critical thinking by students. Lecture will be used to introduce a topic, present key concepts, offer practice examples, and/or review research findings.

Commitment to an Anti-Opressive Learning Environment

It is my intent to foster a respectful, collaborative, and inclusive learning environment in which we:

- View each other as individuals and not representatives of our identity groups
- Use community members' pronouns and correct names
- Correct our mistakes and apologize when necessary
- Seek to understand each other's differing viewpoints
- Engage in challenging dialogue about our disagreements without personalizing
- Reflect on and address our own biases and how they impact our perspectives
- Periodically evaluate and revise our guidelines for an inclusive learning environment

This list is not exhaustive and will serve as a starting point for our discussion about how we will create an inclusive learning environment this semester.

Office Hours

Office hours for the Summer Session will be virtual. Below please find the Zoom information:

Join Zoom Meeting

<https://unc.zoom.us/j/92277013016?pwd=OEVpNDdQbkErUGdiYTlZNFVazBuQT09>

Meeting ID: 922 7701 3016

Password: 722275

Resources and Virtual Class Connection

All course lectures, syllabus, assignment information, and external links to web sites will be available on Sakai, at <http://sakai.unc.edu>

This course will be held virtually, with both synchronous and asynchronous content. The instructor will review this in-depth during the first class. The Zoom link that can be used for all five classes is below. Please note that a password is required:

Join Zoom Meeting

<https://unc.zoom.us/j/95580381466?pwd=L0x5T1RRUEwwZEV3cjNLWnd2Zm1udz09>

Meeting ID: 955 8038 1466

Password: 087694

One tap mobile

+19294362866,,95580381466# US (New York)

+13017158592,,95580381466# US (Germantown)

Grading System and Philosophy

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), and Fail (F).

The numerical values of these grades are:

H: 94-100; P: 80-93; F: 69 and lower

A grade of P is considered entirely satisfactory. The grade of Honors (“H”) — which only a limited number of students attain — signifies that the work is clearly excellent in all respects.

Grading guides are included with detailed instructions for each assignment. **Please note that the “L” grading option has been removed for Summer Semester 2020.**

Attendance and participation

Class participation counts for 10% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group activities and informed participation in class discussion. Informed participation means that you clearly demonstrate that you have completed assigned readings and can offer analysis, synthesis and evaluation of written material. Excellent participation also means that your comments are thoughtful, focused and respectful. Points will be deducted from the base score if you miss class, are late, leave early, disappear for long periods on break or are unprepared.

We will cover a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. It is also your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates. In order to fully participate in and benefit from each class, students must complete required readings and come to class prepared.

Accessibility and Resource Services

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process

starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Honor Code

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: "I have neither given nor received any unauthorized assistance on this assignment." Sign and date it. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

APA and Written Assignments

The School of Social Work faculty uses APA style as the format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, 6th Edition (2009). The following web sites provide general information about documentation using APA: <http://library.concordia.ca/help/howto/apa.php> .

By not abiding by APA, you will receive deductions on your assignments. Students are strongly encouraged to review the materials on the School of Social Work's website <http://ssw.unc.edu/students/writing> .

Submitting Assignments

All students are allowed a **one-time**, and no questions asked, **one-week** extension on the individual assignment. Otherwise, it is expected that assignments will be completed by the due dates listed in the syllabus. If a situation arises that may prohibit you from completing an assignment on time, you may request an extension. Any request for a time extended deadline for an assignment or exam must be approved in advance of the due date. Approved delays will not affect your assignment grade. **If you have used your one-time extension and submit an assignment late without prior approval, you will receive a score of 0 for that paper. Papers are due at 11:55pm the day of class via Assignments in Sakai.**

Policy on late submissions

An assignment is considered late if it is submitted any later than 11:55PM on the day it is due. **A late assignment will be deducted 10% and will only be accepted if it is submitted within 24 hours of the due date/time. Any late assignments submitted later than 24 hours after the due date will receive a 0.**

Writing Support

Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://sww.unc.edu/students/writing>).

A Note on Course Content

All participants in this class should be aware that we will be discussing topics such as harassment, violence, bias, and discrimination. Certain readings and discussions may be difficult for those who have been impacted by these types of conduct. Any person who has experienced discrimination, harassment, interpersonal (relationship) violence, sexual assault, sexual exploitation, or stalking is encouraged to seek resources as needed on campus or in the community. You can seek assistance from confidential resources such as the Gender Violence Services Coordinator in the Carolina Women's Center at (919) 962-1343 or Counseling and Psychological Services (CAPS) in Campus Health Services at (919) 966-3658. You can also contact the Equal Opportunity and Compliance Office at (919) 966-3576 to report an incident and/or seek interim protective measures. Additional resources are available at safe.unc.edu.

Policy on Discrimination, Harassment, and Violence

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Kayla Zollinger and Holly Lovern, who can both be reached at gvsc@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Assignments

Thoughtful Engagement and Participation

(10 Points)

A critical component of learning and creating a learning environment is thoughtful engagement in class discussion. You will start with a score of 10 points; points will be deducted if you miss class without notice, are repeatedly late or leave early, disappear for long periods on break, or are unprepared or obviously disengaged.

Policy Analysis Assignment (Individual)

(50 points)

For this assignment, students will engage in a written analysis (approximately 6 pages) of a current local, state, or federal policy of their choosing. You have complete artistic freedom regarding the format you use for this (note that a number of different models show up in your readings). In your Analysis of a current policy, you are asked to address the following domains:

- 1-Historical background of the policy
- 2-Description of problem that necessitated policy
- 3-Description of policy
- 4-Policy analysis

Complete assignment instructions can be found on Sakai.

Policy Advocacy Assignment

(40 points)

For this assignment, students will utilize the policy explored in their “policy analysis” assignment to conduct an advocacy action. Namely, students will create a one-page “position paper” and accompanying infographic to advocate for a policy position.

Complete assignment instructions can be found on Sakai.

Course Outline

***Please note that all links to reading and resources can be found on Sakai.**

Class #1: 6/24/20

Topics:

- Intro, course overview, syllabus review, group agreements
- What is “policy practice”? For social workers?
- Anti-oppressive policy practice

Readings:

- Colby Chapters 1 and 2
- *From Anti-oppressive social work practice : putting theory into action* / Karen Morgaine, California State University, Northridge, Moshoula Capous-Desyllas, California State University, Northridge. Pgs. 460-63.
- Movement for Black Lives Policy Platform
 - <https://m4bl.org/policy-platforms/>
- [Bowen, E. A., & Murshid, N. S. \(2016\). Trauma-informed social policy: A conceptual framework for policy analysis and advocacy. *American Journal of Public Health, 106*\(2\), 223-229. doi:10.2105/AJPH.2015.302970](#)

Class #2: 7/1/20

Topics: (Other than the fact that it's my birthday!!)

- Defining the “Policy Problem”
- Policy Issue vs. Policy Analysis
- Policy Analysis Frameworks and Models

Readings:

- Colby Chapters 3, 4, and 5
- CDC-What is Policy Analysis? Retrieved from https://www.cdc.gov/policy/polaris/policyprocess/policy_analysis.html
- Cornell University (2011). Steps for Successful Policy Analysis. Retrieved from <http://stepsforsuccessfulpolicyanalysis.blogspot.com/2011/10/steps-for-successful-policy-analysis.html>
- Urban Institute (2020). Cutting through the jargon: Healthcare reform design issues and tradeoffs facing us today. Retrieved from <https://www.urban.org/research/publication/cutting-through-jargon-health-care-reform-design-issues-and-trade-offs-facing-us-today>

Recommended Readings:

- [Cross, J. \(2019\). Incarcerating Pregnant and Parenting Women, the New Witch Hunt: A Policy Analysis. *Matern Child Health J* 23, 431–434.](#)
- [Cabingabang, L. D. \(2018\). The personal Is still political: A feminist critical policy analysis of the rollback of Title IX. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 3\(3\), 38-47.](#)

Class #3: 7/8/20

Topics:

- Workshopping Social Policy: Hands-On Policy Analysis

Readings:

- Urban Institute (2017). Criminal Background Check and Access to Jobs: A DC case study. Retrieved from https://www.urban.org/sites/default/files/publication/91456/2001377_criminal_background_checks_and_access_to_jobs_dc_case_study_2.pdf
- The Center for American Progress (2019). 10 disability policy questions every presidential candidate should answer. Retrieved from <https://www.americanprogress.org/issues/disability/news/2019/10/15/475859/10-disability-policy-questions-every-presidential-candidate-answer/>
- Cohen, Shimon (Podcast Host). (2019 Oct. 7) *Do the Work: Episode #22, Social Workers Against Solitary Confinement*. <https://www.podbean.com/eu/pb-armxe-c1d0ee>

Class #4: 7/15/20

Topics:

- “Showing Up” as a Policy Advocate
- Policy Advocacy Methods and Skills
- Guest Speaker

Readings:

- Colby Chapters 9 and 10
- Center for Community Health and Development at the University of Kansas (ND):
 - Understanding the issue. Retrieved from <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/understand-the-issue/main>
 - Getting an advocacy campaign off the ground. Retrieved from <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/overview/main>

- Conducting a direct action campaign. Retrieved from <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action>
- American Civil Liberties Union (Podcast Host) (2020 June 15). *Episode # 104: A Landmark Supreme Court Decision Affirms LGBTQ Rights*. <https://www.aclu.org/podcast/landmark-supreme-court-decision-affirms-lgbtq-rights-episode-104>

Recommended Readings:

- UNICEF's Advocacy Toolkit: https://sakai.unc.edu/access/content/group/bbd2f83c-7916-41b8-a3ec-a62df587db83/Toolkits%20and%20other%20resources/Advocacy_Toolkit.pdf

7/22/20: Class #5

Topics:

- Workshopping Policy Advocacy: Hands-On Strategy Mapping
- Group Advocacy Presentations!

Readings:

- Center for Community Health and Development at the University of Kansas (ND):
 - Developing a plan for advocacy. Retrieved from <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/advocacy-plan/main>
- Advocating for Change Case Studies (Note: Each person will choose one case study to review in preparation for class). Retrieved from <https://ctb.ku.edu/en/advocating-change/examples>

HAVE A FANTASTIC REST OF THE SUMMER!