Dept. of Social Work and Sociology
SWK 6370 – Advanced Policy Analysis and Advocacy

Instructor: Anne M. Scaggs, Ed.D., LCSW
Email: anne.scaggs@angelo.edu
Phone:
Office: Virtual
Office Hours: 11:00 a.m. to 1:00 p.m. Monday through Friday
Collaborate sessions will take place on Tuesday @ 7p.m. (every other week). Attendance is not mandatory but highly encouraged. The sessions will be recorded for those who cannot attend and I highly encourage viewing.

> *** Please note that emails received after 5:00 p.m. will not be answered until the next day. Exceptions will be made for emergency situations at the discretion of the instructor.**

Course Information

Course Description
This course focuses on policy analysis and advocacy, implementation of policy to achieve social and economic justice, and the impact of social policy on the social work profession. Students will utilize the strategies discussed in the textbook to advance the values and principles of the social work profession through effective policy practice, by learning to evaluate policy, advocate for policy development or change, policy analysis, build coalitions, and understand and engage in the political influences on policy. The Council on Social Work Education states that social workers need to be aware of the influence of policy on service delivery and actively engage in policy practice. To this end, this course equips students with the knowledge and skills needed to successfully engage in policy practice.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 6323 for Non BSW students only

Prerequisite Skills
An understanding of human behavior theories, social work competencies, values, ethics, and skills needed for work at the macro level of advanced generalist practice. Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes

Upon completion of the program of study for the MSW, the graduate will be prepared to:

Student Learning Outcomes

Mapping to Program Outcomes	Assignment(s) or activity(ies) validating outcome achievement:	Student Learning Outcome By completing all course requirements, students will be able to:
A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude	Journals	**Competency 1: Demonstrate Ethical and Professional Behavior**
A3.2 Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.	Journals Policy Advocacy Challenges Policy Analysis Presentation	**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
A5.2 Evaluate the impact (intended and unintended) of global polices and regulations.	Policy Analysis Presentation	**Competency 5: Engage in Policy Practice**

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System

Required Texts and Materials

Jansson, B.S. (2018). Becoming an effective policy advocate: From policy practice to social justice (8th ed.). Boston, MA: Cengage.   ISBN: 978-1-305-94335-3

Recommended Texts and Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA. **ISBN:978-1-433-83216-1**

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.) Publication.

Technology Requirements

Testing via Respondus™ Monitor

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline

Module 1: Includes chapters 1-4 and discusses the challenges encountered by policy advocates, the rationales for participating in policy advocacy, the skills and competencies needed for policy advocacy, and looks at understanding the ecology of governmental, electoral, community, and agency settings.

Module 2: Includes chapters 5-7. This module looks at expanding policy advocacy across national borders, committing to problems and solutions by building policy agendas and engaging in policy analysis, and taking the first step in policy analysis through analyzing problems.

Module 3: Includes chapters 8-11 and covers placing policy proposals in policy briefs, presenting and defending policy proposals, developing and using power in the policy enacting task, and developing political strategy and putting it into action.

Module 4: Includes chapters 12-14 and discusses engaging in ballot based policy advocacy, troubleshooting and assessing policies, and evidence based policy.

Communication

I am available Monday -Friday from 11:00 am to 1:00 p.m. My preferred method of communication is email but I am also available, as needed, to meet in Collaborate. I can also meet virtually outside of my scheduled office hours by appointment.

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- *Please note that emails received after 5 p.m. will be answered the following morning.*

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Journals	20%
Policy Advocacy Challenges	40%
Policy Analysis Presentation	40%
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

  A = 90.00-100 points
  B = 80.00-89.99 points
  C = 70.00-79.99 points
  D = 60.00-69.99 points
  F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies

Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Journal Submissions   **20%**

>There will be 5 journal submissions worth 20 percent of your grade. All submissions are required to be in-depth and thorough in relation to the course materials. Journal submissions will be graded on the following criteria: Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation. **You MUST use at least one peer reviewed journal article IN ADDITION to your textbook to support your comments.**

Policy Advocacy Challenges   **40%**

Students will be given 4 advocacy challenges to complete throughout the semester. Responses to the questions and writing prompts for each of the challenges should be constructed using well-developed paragraphs with support from credible sources (when needed). Each of the challenge papers should be between 3 and 4 pages of text in addition to title page and references. Each paper should be submitted through Blackboard. Late submissions and emailed submissions will NOT be accepted. Each challenge paper (Coalition, Globalization, Grant, and Collaboration) will be worth 10% of the total 40%.

Coalition Challenge

Review Policy Advocacy Challenge 3.2 on pages 80-81. After reading, visit Guilford County's Partners Ending Homelessness website at www.partnersendinghomelessness.org/, and answer the following questions:

1. What specific steps did the Guilford County Task Force take to create their Ten-Year Plan to end Homelessness?
2. What types of agencies, entities, and individuals are represented on the Guilford County Task Force?
3. What agencies, politicians, advocates, service providers, and other individuals or entities would you pull together to form a coalition to tackle the problem of homelessness in your area? Who would you NOT want to involve in your coalition and why?
4. If you were to form a coalition to end homelessness in your area, who would take leadership? What sorts of working committees or action teams might you form? What roles would be assigned to these individuals and groups?
5. Is your city one of the several hundred around the country that have developed a Ten-Year Plan to end homelessness? If so, does a coalition or some other collaboration oversee the implementation of the plan? Perform an internet search to see if a Ten-Year Plan exists in your area.

Globalization Challenge

Review Policy Advocacy Challenge 5.1 on pages 144 – 146. After reading Issues Raised by Wal-Mart in a Global Context, answer the following questions:

1. Can responsible corporations that truly insist upon ethical human labor practices abroad compete with corporations that do not? If not, what kinds of international regulations such as ones stated in treaties are needed and what kinds of monitoring procedures?
2. To the extent that the U.S. as a developed nation has relatively high levels of poverty, it is ethically correct for Wal-Mart to lower prices through purchasing policies abroad that create hardships for workers in developing nations?
3. Mass media coverage of the controversies surrounding Wal-Mart and similar corporations has drastically waned since 2006. Do you think this is because these problems have been corrected or because the media has moved on to other stories?
4. Do you know of any corporation in your area that relies upon similar types of labor practices or purchasing policies in order to provide goods at reduced prices? If so, what can you do as a consumer to combat these types of practices and policies?

Grant Challenge

Review Policy Advocacy Challenge 9.9 on pages 310-313. After reading "Writing a Grant Proposal: The Empowering Women for Change Project", pretend you are a grant officer at a foundation that has just received the proposal. Imagine that you have a pile of 200 other grant proposals on your desk and that you can pick only 20 of them for funding. Having a skeptical orientation, ask tough questions about this proposal. What do you think this proposal would cost? Then make a list of key questions that you would be likely to ask about all grant proposals.

Collaboration Challenge

Review Policy Advocacy Challenge 13.4 on page 475. Read "Needed Collaboration to Address the Root Causes of Homelessness". Imagine you are a policy advocate in your community wanting to coordinate the efforts of various social service and governmental agencies to address the problems of homelessness. Choose one target subpopulation of homeless individuals, such as chronically mentally ill or veterans, and make a list of the agencies and organizations that would need to collaborate to address the needs of this population. Include your list and then answer the following questions:

1. What types of systems need to be in place to enable these entities to communicate with one another?
2. How would you assist them in collaborating to gather data and plan services?
3. What would you do to make sure that appropriate referrals were being made between agencies?
4. How would you address issues of autonomy, conflict, and resource allocation?
5. Can you think of any drawbacks to interorganizational collaboration with regard to your homeless subpopulation?

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any   source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper, among other consequences

Policy Analysis Presentations   **40%**

Students will be placed into groups and assigned a social service policy to analyze. Groups will create a policy analysis presentation using information from policy sources, as well as to locate and use scholarly resources (i.e., peer-reviewed journal articles, government reports, think-tank research, and similar academic, scientific, and/or vetted sources). An outline will be provided to the instructor (including references and any ancillary materials that accompany the presentation, such as handouts or PowerPoint slides). Students are expected to engage in research without being biased by personal beliefs about the topic. The following outline provides the structure which presentations should follow.

    I.   Introduction to the Issue or Policy Topic/Target
    II.   Characteristics of Persons Affected by the Issue or Policy Topic/Target
        A. Number of Persons Affected
        B. Demographic Characteristics Common to Those Persons Affected
            i.   Number or Size of Population
           ii.   Racial/Ethnic Characteristics
          iii. Geographic Residency
          iv. Socioeconomic Status
           v.   Et cetera
    III.   History of the Issue or Policy Topic/Target
        A. Origins of the Issue or Policy Topic/Target, Past Events Contributing to the Policy Topic/Target, and Other Related Areas
        B. Current Government Response
            i.   Federal Government
           ii.   State Government (i.e., Texas)
          iii. Local Government (i.e., counties, cities, or municipalities)
    IV.   Attitudes Expressed by Key Authorities
    V.   Recommendations or Proposals to Address the Issue (Beyond What Policies Already Exist)
        A. Identify and Present the Proposed Policy Brief
        B. Defend the Proposed Policy Belief with Logical Reasoning Based in Existing Evidence (Including Anticipated Arguments for Criticism, Constructive or Otherwise)
    VI.   Conclusion
        A. Propose Future Directions for Policy Advocacy
        B. Conclude the Paper in a Cohesive Summation

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at **anne.scaggs**@angelo.edu and attach a copy of what you are trying to submit. ==**Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.**== This lets your faculty know you

completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Late Work Policy

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted. Accommodations may be made on a case-by-case basis, but only for University-approved circumstances or prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook[1]
- Angelo State University Catalog[2]

Student Responsibility and Attendance

Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Note: This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and time will be offered for students. To have some flexibility, the sessions will be recorded for students to view at a time convenient to them. **Attendance is not mandatory.**

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's Statement of Academic Integrity.[3]

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or

activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.[4] The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures[5] for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy[6] in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.[7]

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day[8] for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1 Jan. 18-23	**Review Syllabus** Read – Chapter 1
Week 2 Jan. 24-30	**Read – Chapter 2** **Journal 1 –** Chapter 2 discusses the four reasons why social workers should become policy practitioners and policy advocates. List and summarize each reason and discuss how these reasons are linked to each other. Then reflect on how you, as a social worker can become both a policy practitioner and advocate and select a cause which you are interested in advocating in order to promote needed change. **Due 1/30 eod** **Collaborate Session**
Week 3 Jan. 31-Feb. 6	**Read - Chapter 3** **Coalition Challenge due 2/6 eod**
Week 4 Feb. 7-13	**Read - Chapter 4** **Collaborate Session**
Week 5 Feb. 14-20	**Read – Chapter 5** **Globalization Challenge due 2/20 eod**
Week 6 Feb. 21-27	**Read – Chapter 6** **Journal 2 -** Assume that you work in an agency that provides job referrals and career assistance to women. While some services are available to them, none of the services focus on their employment needs. Your immediate challenge is to convince others, preferably decision makers at the agency, that the problem merits their serious attention. At this very moment, you are engaged in building an agenda. In this preliminary phase, you must place the issue on the agenda so that someone—perhaps an executive, a staff committee, or a committee of the agency's board—will examine the issue in more detail or delegate it to others for further exploration. Provide a sample agenda and summarize what you would say to those you are trying to convince to explore this issue. **Due 2/27 eod** **Collaborate Session**
Week 7 Feb. 28-Mar. 6	**Read – Chapter 7**

Week/Date	Topic/Assignments/Assessments DUE
Week 8 Mar. 7-13 *** *Spring Break: March 14-20*	**Read – Chapter 8** **Journal 3 -** Before and when policy advocates develop policy briefs, they must look at the larger context by identifying "stakeholders," that is, key persons, groups, and institutions with an interest in a particular policy issue. Identify the key persons, groups, and institutions that you will need to involve in the cause you identified in journal 1. Why are the stakeholders important to your advocacy cause and how will you include them in the development of your proposal/policy brief? **Due 3/13 eod** **Collaborate Session**
Week 9 Mar. 21-27	**Read – Chapter 9** **Grant Challenge due 3/27 eod**
Week 10 Mar. 28- Apr. 3	**Read – Chapter 10** **Collaborate Session**
Week 11 Apr. 4-10	**Read – Chapter 11** **Journal 4 -** 1.Democratic Party www.democrats.org 2.Republican Party www.gop.com 3.Green Party www.gp.org 4.Libertarian Party www.lp.org 5.Constitution Party www.constitutionparty.com/ 6.Reform Party www.reformparty.org Visit the websites above and compare each party's stance on a topic of interest to you. Then write a summary of the similarities and differences. **Due 4/10 eod**
Week 12 Apr. 11-17	**Read – Chapter 12** **Policy Analysis Presentations due 4/17 eod** **Final Collaborate Session**
Week 13 Apr. 18-24	**Read – Chapter 13**
Week 14 Apr. 25-May 1	**Read – Chapter 14** **Collaboration Challenge due 5/1 eod**

Week/Date	Topic/Assignments/Assessments DUE
Week 15 May 2-8	**Journal 5 –** Please answer the following questions: 1. What other policy issues in contemporary society are strongly linked to ideology so that findings of researchers and scientists are dismissed by significant segments of society? 2. Can persons with progressive views support policies like the distribution of sterilized needles with arguments that might appeal to some conservatives, such as cost savings from averted cases of HIV/AIDS? 3. Does the policy pendulum often swing with changes in the balance of power in Congress between conservatives and liberals? **Due 5/8 eod**
Week 16 May 9-13	**Final Exam Week**

Grading Rubrics

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

[1] https://www.angelo.edu/student-handbook/

[2] https://www.angelo.edu/catalogs/

[3] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

[4] https://www.angelo.edu/services/disability-services/

[5] https://www.angelo.edu/content/files/14197-op-1011-grading-procedures

[6] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

[7] https://www.angelo.edu/dept/writing_center/academic_honesty.php

[8] https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of