

The University of Texas at Austin
School of Social Work

Leadership Strategies and Policy Practice

Course Number:	393T	Instructor:	Noël Bridget Busch
Semester:	Fall 2005	Contact Information:	SSW 3.130D 471-3198 nbusch@mail.utexas.edu
Meeting Place:	SSW 2.132	Unique Number:	64955
Meeting Times:	Tuesdays 11:30 am – 2:30 pm	Office Hours:	Mondays 2:30 – 3:30 & Arranged by individual appointment

I. Course Description

Policy practice involves the design, analysis, implementation, and evaluation of social welfare by governmental and non-governmental entities. Building on the policy analysis skills that students learned in previous courses, the goal of this course is to provide advanced content in the theory and skills of policy practice in the context of professional social work values and ethics. The theoretical aspects of the course address power, decision making, and social and economic justice. A wide range of practice skills will be covered, including policy development, comparative policy analysis, policy research, and strategies of political participation (e.g., advocacy, negotiation, coalition building, lobbying, campaigning, and community organizing). Students will also learn other skills relevant to policy practice, including public speaking, media management, testifying, serving as an expert witness, the use of technology, and report writing. Prerequisites for students taking this course are SW382R: Social Policy Analysis and Social Problems and SW392R: Topics in Policy Analysis or permission of the instructor.

II. Course Objectives

Students are expected to build their capacity to:

1. Explain and apply major theories underlying the professional social work approach to policy practice at local, state, and national levels (legislative, executive, and judicial) and to compare them to approaches in related fields (such as public affairs and urban planning).
2. Engage in policy practice tasks across the main stages of policy development (problem definition, agenda setting, implementation, service delivery, and evaluation) in governmental and non-governmental settings with the goal of promoting social and economic justice.
3. Select practice strategies and demonstrate skills appropriate to specific policy issues, taking into account the interests of a varied range of stakeholders.
4. Utilize conceptual frameworks for policy development, drawing on the most recent evidence- and research-based findings on effective interventions.
5. Utilize technology to enhance policy practice.
6. Integrate social action approaches in policy practice to ensure the involvement of traditionally

underrepresented and other vulnerable populations.

7. Identify the global impacts of policy practice in order to promote social and economic justice for world populations.

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, field trips, new articles, examinations, readings, and lectures will be considered. Videos will be used as tools for addressing key concepts in the course. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class. Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them.

IV. Required Textbooks and Readings

*Birkland, T. (2001). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Armonk, NY: M.E. Sharpe

**Denhardt, J.V., & Denhardt, R. (2003). *The new public service: Serving, not steering*. Armonk, NY: M.E. Sharpe.

***Felbinger, C.L., & Haynes, W.A. (Eds.) (2004). *Outstanding women in public administration: Leaders, mentors, and pioneers*. Armonk, NY: M.E. Sharpe.

**Miller, M. (2003). *The two percent solution: Fixing American's problems in ways liberals and conservatives can love*. New York, NY: Public Affairs.

**Sims, R.R., & Quatro, S.A. (Eds.) (2005). *Leadership: Succeeding in the private, public, and not-for-profit sectors*. Armonk, NY: M.E. Sharpe.

* This text is the course required reading for all students.

** In small groups, students will be expected to present on one of these textbooks. Therefore, students are not required to purchase all these textbooks. Assignments to small groups will be made during the first class period.

*** Chapters from this text will be available on e-reserves or distributed in class. All students are expected to read the assigned chapters.

V. Course Requirements

More information on assignments will be provided in class.

VI. Grading Scale

100 - 94 = A	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+	69 - 67 = D+

86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+	59 and below = F

VII. Class Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. There are no "excused" absences. Students missing more than two class sessions will receive a 10% reduction in their overall course grade. Students missing three (3) or more class sessions may receive an "F" for the course. The instructor may use her discretion. Students should not register for this class if he/she has a conflict with the schedule, however emergencies are understandable. As soon as you know that you will not be attending class because of an emergency, please let me know by email. Coming to class late or leave class early may count as an absence. Students missing two or more class sessions may be required to complete an additional assignment.
3. Assignments are to be submitted according to the schedule. All late assignments will receive a **five (5) percent penalty per day** (weekend days will be included). All assignments are due at the beginning of the class period—assignments turned in after the beginning of class will be considered late.
4. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
5. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a "0" for the paper and/or an "F" for the course.
6. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and "normal" margins.
7. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Graduate Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an "F" for the course and other sanctions in accordance with University policies.
8. Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquiry about any changes that might have been made in his/her absence.
9. Issue of Safety--As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

VIII. Students with Special Learning Needs and Disabilities

Please let me know if you have a learning and/or another disability and if you require special accommodations. I am interested in this class being a productive learning experience for everybody.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IX. Assignment Descriptions

X. Course Calendar

Date	Topic/Focus	Weekly Reading Assignments	In Class Outline/Plan
September 5 th	<ul style="list-style-type: none"> Introduction and Overview of Course 		<ol style="list-style-type: none"> Lecture & Discussion Video: John Garner
September 12 th	<ul style="list-style-type: none"> Introduction and Historical Perspective 	Birkland, Chapters 1 & 2	<ol style="list-style-type: none"> Lecture & Discussion Simulation Activity 1 Small Group Planning (if time permits, [ITP])
September 19 th	<ul style="list-style-type: none"> Official Actors and Their Roles Outstanding Women in Public Administration 	Birkland, Chapter 3 In Felbinger, Scheer, Chapter 4	<ol style="list-style-type: none"> Lecture and Discussion Video: The Pill Simulation Activity 2 Small Group Planning, ITP
September 26 th	<ul style="list-style-type: none"> Unofficial Actors and Their Roles Special Focus: Working with the Media 	Birkland, Chapter 4	<ol style="list-style-type: none"> Lecture & Discussion Guest Speaker, Chris Lippincott, Director of Communications, TAASA Small Group Planning, ITP
October 3 rd	<ul style="list-style-type: none"> Agenda Setting and Power Outstanding Women in Public Administration 	Birkland, Chapter 5 In Felbinger, Newman, Chapter 5	<ol style="list-style-type: none"> Lecture and Discussion Simulation Activity 3 Book Group A Presentation
October 10 th	<ul style="list-style-type: none"> Policies and Policy Types Special Focus: Lobbying for a Non-Profit 	Birkland, Chapter 6	<ol style="list-style-type: none"> Lecture and Discussion Guest Speaker, Laura Wolfe, Director of Public Policy, TCFV Book Group B Presentation
October 17 th	<ul style="list-style-type: none"> Policy Design and Tools Outstanding Women in Public Administration 	Birkland, Chapter 7 In Felbinger, Williams, Chapter 6	<ol style="list-style-type: none"> Lecture & Discussion Simulation Activity 4 Book Group C Presentation
October 24 th	<ul style="list-style-type: none"> Policy Implementation and Failures 	Birkland, Chapter 8	<ol style="list-style-type: none"> Lecture and Discussion Simulation Activity 5 Book Group A Presentation
October 31 st	<ul style="list-style-type: none"> Models of Policy Practice 	Birkland, Chapter 9	<ol style="list-style-type: none"> Lecture and Discussion Simulation Activity 6 Book Group B Presentation
November 7 th	<ul style="list-style-type: none"> Outstanding Women in Public 	In Felbinger, Johnston, Chapter 8	<ol style="list-style-type: none"> Lecture & Discussion Simulation Activity 7

	Administration		3. Book Group C Presentation
November 14 th	<ul style="list-style-type: none"> Special Topic: Expert Testimony & Public Speaking 		<ol style="list-style-type: none"> Guest Speaker, TBA Book Group A Presentation
November 21 st			TBA
November 28 th	<ul style="list-style-type: none"> International Policy Practice 	In Sims Visser, Chapter 17	<ol style="list-style-type: none"> Lecture & Discussion Simulation Activity 8 Video: The New Heros Book Group B Presentation
December 5 th	<ul style="list-style-type: none"> Ethics in Policy Making 	In Sims, Sims Chapter 19	<ol style="list-style-type: none"> Lecture & Discussion Book Group C Presentation Course Evaluations

XI. References

Alinsky, S. (1971). *Rules for radicals: A practical primer for realistic radicals*. New York: Vintage Books.

Avner, M. (2002). *The lobbying and advocacy handbook for nonprofit organizations: Shaping public policy at the state and local level*. St. Paul, MN: Amherst H. Wilder Foundation.

Blau, J. (2004). *The dynamics of social welfare policy*. New York, NY: Oxford

Chapter 2 by M. Abramovitz, Definition and functions of social welfare policy: Setting the stage for social change, pp. 19-56; Chapter 4, The politics of social welfare policy, pp. 90-118; Chapter 5 by M. Abramovitz, Ideological perspectives and conflicts, pp. 119-173; Chapter 6, Social movements and social change, pp. 174-219.

Bobo, K., Kendall, J., & Max, S. (1991). *Organizing for social change: A manual for activists in the 1990's*. Washington, DC: Seven Locks Press.

Hick, S., & McNutt, J. G. (2002). *Advocacy, activism, and the Internet: Community organization and social policy*. Chicago: Lyceum.

Jansson, B. S. (1999). *Becoming an effective policy advocate: From policy practice to social justice* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Kingdon, J. A. (1997). *Agendas, alternatives, & public policies* (2nd ed.). Addison Wesley Longman.

Karger, H. J., Midgley, J., Brown, C. B. (Eds.). (2003). *Controversial issues in social policy* (2nd ed). Boston, MA: Allyn and Bacon.

Parsons, W. (1995). *Public policy: An introduction to the theory and practice of policy analysis*. New Hampshire: Edward Elgar Publishing.

Popple, P., & Leighninger, L. (2004). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. Boston, MA: Allyn and Bacon.

Chapter 12, Taking action, pp. 315-334

Schneider, R. L., & Lester, L. (2001). *Social work advocacy: A new framework for action*. Pacific Grove, CA: Brooks/Cole/Wadsworth.

Criteria for Evaluating In-Class Reading & Presentation Assignment by Instructor

Name _____

	Inadequate Or Poor	Adequate	Good	Excellent
Broad understanding of readings				
Recapitulation readings without reading summary points				
Relevance of summary points				
Ability to lead discussion				
Creativity of discussion questions/activity				
Follow syllabus instructions				
Overall presentation				

Strengths of the Presentation:

- 1.
- 2.
- 3.

Suggestions for Improvement:

- 1.
- 2.
- 3.

Total Points: _____

Comments:

Criteria for Evaluating In-Class Reading & Presentation Assignment by Peers

Presenter's Name _____

	Inadequate Or Poor	Adequate	Good	Excellent
Broad understanding of literature				
Recapitulation readings without reading summary points				
Relevance of summary points on handout				
Ability to lead discussion				
Creativity of discussion questions				
Added to my learning of this topic				
Overall presentation				

Strengths of the Presentation:

- 1.
- 2.
- 3.

Suggestions for Improvement:

- 1.
- 2.
- 3.

Total Points: _____ (1 – 5; where 5 is high)

Other Comments:

Criteria for Evaluation of Written Work

1. **Completeness and thoroughness**
How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper been carefully proofread?
2. **Organization and clarity**
Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?
3. **Referencing**
Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discuss of the policy?
4. **Originality and Creativity**
Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what other have said about this issue? Has the student suggested points that have not been addressed by others?

Criteria for Evaluation of Written Work

I. Completeness and thoroughness (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not enough)	
			Issue fully addressed
			Sufficiently researched*
			Theoretical & empirical literature incorporated*
			Major questions have been addressed
			Carefully proofread

2. Organization and Clarity (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Well written & organized
			Appropriate transitions
			Sentence structure, syntax, and grammar
			Headings and subheadings
			Understandable to unfamiliar reader
			Understandable to familiar reader

3. Referencing (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Sufficient Number of References *
			APA style utilized
			References well integrated
			References from various sources *
			Correct use of quotations
			Indirect quotes paraphrased sufficiently
			Interviews included in analysis *

4. Originality and Creativity (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not Enough)	
			Different viewpoints compared and contrasted
			Use of own analytical skills not just restatement
			Suggested points not been addressed by others

Assignment Outline Points Covered

_____ yes _____ no _____ points need more depth, explanation, or discussion

