

**The University of Texas at Austin
School of Social Work
Leadership Strategies and Policy Practice**

Course Number:	393T	Instructor:	Noël Bridget Busch, PhD, LMSW, MPA
Semester:	Fall 2006	Contact Information:	SSW 3.130D nbusch@mail.utexas.edu 512/794-1106
Meeting Place:	SSW 2.122	Unique Number:	66215
Meeting Times:	Tuesdays 2:30 am – 5:30 pm	Office Hours:	Tuesdays 1:30 – 2:30 & 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

A. Required Textbook (available online, Co-Op or at a retail store)

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

B. BlackBoard Course Readings (available on BlackBoard and in the LRC)

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

Denhardt, J.V., & Denhardt, R. (2003). *The new public service: Serving, not steering*. Armonk, NY: M.E. Sharpe.
Chapter 8: Serve Rather than Steer

Felbinger, C.L., & Haynes, W.A. (Eds.) (2004). *Outstanding women in public administration: Leaders, mentors, and pioneers*. Armonk, NY: M.E. Sharpe.
Chapter 5: Frances Perkins
Chapter 6: Patricia Roberts Harris
Chapter 8: Maxine Kurtz

Hoefler, R. (2006). *Advocacy Practice for social justice*. Chicago, IL: Lyceum.
Chapter 4: Understanding the Issue
Chapter 5: Planning in Advocacy Practice
Chapter 6: Advocating through Negotiation and Persuasion
Chapter 7: Presenting Your Information Effectively

Sims, R.R., & Quatro, S.A. (Eds.) (2005). *Leadership: Succeeding in the private, public, and not-for-profit sectors*. Armonk, NY: M.E. Sharpe.
Chapter 5: Leadership in a Not-for-Profit World
Chapter 7: What the New Nonprofit Leaders Should Learn about Finance
Chapter 14: Engaging People's Passion
Chapter 17: Worldview and Global Leadership
Chapter 20: Restoring Ethics Consciousness to Organizations and the Workplace

V. Course Requirements

Course requirements consist of three graded assignments. The following points are assigned to each assignment. See Section of Description of Assignments for specific details.

Assignment 1	Reflections on Policy Practice Observations	30 points (15 points each)
Assignment 2	Debate Exercises	40 points (20 points each)
Assignment 3	Policy Practice Interview and Presentation	30 points
Total Points		100 points

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. Additional 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

A. Reflections on Social and Economic Policy Discussions

Each student is expected to write two reaction papers after observing policy-making in process. One observation should be a national television or radio program (A1) and the other should be *in person* at a meeting of the Texas State Legislature, City Council, or County Commissioners (A2). The discussions should be true *policy analyses* not just news reports. For the television or radio program, students should select a program with a *different* political or social perspective than her/his own (e.g. a conservative or liberal commentator or a supporter of a free market economy vs. grassroots focus, etc.).

Each reflection paper should be approximately 4 - 5 pages in length and should address the following:

1. Identify the meeting, program, commentator, guests, time/date, and venue of the discussion.
2. Identify the policy practitioners and their role and responsibilities.
3. Summary the issue under discussion. What were the sub-factors?
4. How and in what ways were broad and opposing views presented? How did constituents or viewers gain or not gain from the format utilized?
5. What information was missing from the discussion? (Consider a social work framework.)
6. How did the chair, host and/or policy analyst(s) conduct herself/himself? What did you learn by observing them?
7. What did you learn about policy analysis as a process, working with media, etc.?
8. What socio-environmental factors that influenced the commentary?
9. Include any thing else relevant to this assignment or the discussion.

Examples of television shows include *This Week*, *Face the Nation*, *To The Contrary*, and *Washington Week in Review*. There are also numerous other television and many radio talk shows that provide in-depth coverage on policies and policy actions taken on by government and other organizations. Students should integrate information from readings, class discussions, and lectures into your reaction papers. I suggest you highlight the salient points of videos, speakers, etc. and connect those examples to the information you observe in the discussion.

An evaluation criterion includes: your ability to integrate and synthesize information, formulate a thoughtful position for discussion, develop a convincing, coherent, and well-supportive points, and scholarly writing.

This assignment should be typed, doubled spaces, and APA style, if appropriate. Follow the outline above and use page numbers and titles as well as opening (introduction) and closing paragraphs (summary). This outline may be modified after our in-class discussions. Grammar, spelling, and sentence structure, and organization are important and will be critiqued.

See Criteria above for evaluating this assignment. Each paper is worth 15 of 100 total points.

B. Debates

The purpose of this assignment is to give students an opportunity to improve and practice their group work, public speaking, and analytical skills related to policy practice.

Debate is a formal method of interactive and position representational argument. Rules governing debate allow groups and individuals to discuss and decide issues and differences. Debate is an aspect of argument which is distinct from logical argument, because it encompasses aspects of human persuasion which appeal to emotional responses. Relevant to this course, debate is a common process in deliberative bodies such as governmental and legislative assemblies and other meetings. Outcomes of debates may be decided by voting or by judges or by combination of both. Formal debates are common in democracies (e.g. the US presidential, senate and other elections). <http://students.som.yale.edu/clubs/publicspeak/debateformat.htm>

We will have three debates during the semester. Each debate team will have one opportunity to argue pro and con sides and serve as the judge panel. The debate teams and representations will be randomly assigned. **In order to meet the objective of public speaking, all members of the debate teams should be involved in oral presentation of their argument.**

The Miller text should be used as support for this assignment and students are encouraged to use outside research and references. Throughout his book, Miller argues for middle ground—a bipartisan solution to these problems and suggests that partisanship has been one of the major reasons that we have not found viable solutions. Although this assignment requires students to take a stand (either pro or con) we will discuss in class the important merits of bipartisanship, compromise, logical and holistic solutions, and negotiation.

Debate teams must distribute a *talking points* handout for their argument. Talking points will be discussed in class.

The instructor and judges will determine the overall grade for this project. The criteria and evaluation forms will be distributed prior to the debate beginning. Each debate will be worth 20 of 100 points.

Debate Teams Assignments

Topic	Pro	Con	Judges
National Health Care	Team A	Team B	Team C
Living Wage	Team B	Team C	Team A
Finance Reform	Team C	Team A	Team B

The Debate Process

- 10 minutes Pro: Opening
- 10 minutes Con: Opening
- 5 minutes Pro: Rebuttal
- 5 minutes Con: Rebuttal
- 10 minutes Pro: Cross-Examine
- 10 minutes Con: Cross-Examine
- 5 minutes Con: Closing

- 5 minutes Pro: Closing
- 15 minutes voters deliberate and teams identify their strengths and areas for improvement
- 20 minutes feedback from judges and teams
- 30 minutes synthesize learning and skills

Much of the following information for this section was directly downloaded or modified from two websites: <http://students.som.yale.edu/clubs/publicspeak/debateformat.htm> and http://en.wikipedia.org/wiki/Debate#Debate_in_education

C. Policy Practice Interview

Students will interview a policy practitioner and write a reflective paper (Assignment C1) about the roles, responsibilities and tasks of being a policy practitioner and substantive issues related to his/her position for the up-coming legislative year. The individual can be employed with state, local or city government or a private firm or organization.

Students will interview a policy practitioner in-person from a variety of state, local, and private organizations (e.g. United Way, TAASA, TCFV, NASW, HHSC, private health and medical organizations, etc). Given their time constraints during the legislative session, the same policy practitioner may not be interviewed by more than one student. **Therefore, before the interview takes place it is essential for the instructor to approve each student's selection.** Policy practitioners will be very busy as the legislative session approaches, therefore it is advised that student complete this assignment early in the semester.

Students will write a summary paper about their interview. The paper should be approximately 4 – 5 pages in length. The paper should be organized by the following categories:

1. Introduction
 - a. Name of interviewee, official title, agency name and address, phone number and email address
 - b. *Brief* description of the organization or agency
 - c. Describe the policy department in the overall organizational structure
2. Description of the Policy Practitioners Roles and Responsibilities
 - a. Duties, day-to-day tasks, daily schedule during session, etc.
 - b. Current legislative agenda and people and process for determining that agenda
3. Personal Work and Professional History and Reflections
 - a. Background, education, experience, training, etc. that led to this position
 - b. Most rewarding aspects of the position
 - c. Most challenging aspects of the position
 - d. List of "what I wish I knew at the beginning" for new policy practitioners
 - e. Personal triumph and *failure* as a policy practitioner

The paper is worth 20 of 100 total points. An evaluation criterion includes; your ability to integrate and synthesize information, formulate a thoughtful position for discussion, develop a convincing, coherent, and well-supportive points, and scholarly writing.

This assignment should be typed, doubled spaces, and APA style, if appropriate. Use page numbers and titles as well as opening (introduction) and closing paragraphs (summary). Grammar, spelling, and sentence structure, and organization are important and will be critiqued. See criteria evaluating written assignments.

Student will make a 15 minute in-class presentation about their interviews (Assignment C2). The bulk of the discussion should focus on the role and responsibilities of the policy practitioner, their legislative agenda and development of that agenda, the most rewarding and challenging aspects of the position, and a discussion of what they wish they knew starting out. This assignment also gives students an opportunity to individually practice their presentation and public speaking skills. This presentation will count for 10 of 100 total points. For scoring see Criteria for Presentations.

The entire assignment is worth a total of 30 points.

D. Leadership or Alternative Research Assignment

Students will have the opportunity to attend a two day session on leadership given by a national expert from the Center for Creative Leadership. The sessions are scheduled for Friday, September 29th and Saturday, September 30th. The Friday session will be held at the School of Social Work in room 2.132 from 9 am to 5 pm. The Saturday session will be held from 9 am to 4 pm in the main conference room at the Texas Association Against Sexual Assault office building at 6200 La Calma, Austin, Texas 78752. For directions see <http://www.taasa.org/who/staff.php> Students must attend **BOTH** sessions in order to get credit for this assignment. Credit or no credit will be given for attendance.

If a student is unable to attend both days of the leadership workshop because of a work conflict, he/she will be required to complete an alternative assignment. Students not attending the leadership workshop will be required to write a 25 – 30 page research paper on leadership. At the initiative of the student, the instructor and student should agree on the specific paper topic at least three weeks prior to the end of the semester. The paper will be graded based on written criteria outlined in this syllabus. Papers will be due on December 5th at the beginning of class. Failure to complete this assignment will result in at least one letter course grade reduction.

X. Course Calendar

Date	Topic/Focus	Weekly Reading Assignments	Due Dates & Class Plan
September 5 th	Introduction and Overview of Course	Birkland Appendix	
September 12 th	Exploring the Problems; Women in Leadership; New Trends in Leadership	Denhardt Chapter 8; Women in Leadership Chapter 5; Miller Chapters 1, 2 & 3	
September 19 th	NO IN-CLASS MEETING	NO IN-CLASS MEETING	Leadership Workshop Make-Up Hours or Paper Assignment
September 26 th		Women in Leadership Chapter 6; Hofer Chapters 6 & 7	Assignment A1 Due
September 29th and 30th	Special Class Session presented by Terrial L. Aiken, The Center for Creative Leadership*		Friday meet SSW Saturday meet at TAASA
October 3 rd	Solving Education, Health Care, and Campaign Finance	Miller Chapters 4 - 11	
October 10 th	NO IN-CLASS MEETING	NO IN-CLASS MEETING	Make up Hours--Prepare for Debates & Make Individual or Group Appointments with Instructor
October 17 th			Debate on Health Care
October 24 th			Debate on Living Wage
October 31 st			Debate on Campaign Finance Reform
November 7 th	Policy Planning and Evaluation	Sims Chapters 5, 7 & 14; Hofer 4 & 5	Assignment A2 Due
November 14 th	Women in Leadership; Other influences of policy practice	Miller Chapters 12 – 14; Women in Leadership Chapter 8;	
November 21 st	NO IN-CLASS MEETING	NO IN-CLASS MEETING	Assignment C1 Paper Hard Copy Due to Instructor By 2:30 at Student Services Leadership Workshop Make-up Hours or Paper Assignment
November 28 th	Global Leadership & New Leadership Strategies	Sims Chapters 17 & 20	Assignment C Presentations In Class
December 5 th	Policy Practice		Assignment C Presentations Alternative Research Assignment Paper Due Course Evaluations

* If students are unable to attend BOTH sessions they will be required to complete an alternative assignment. See instructions in the assignment section of this syllabus.

XI. Additional References

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

Anderson, J. E. (2003). *Public Policymaking*. (5th ed.).

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.

Brown, L.C., Langenegger, J.A., Garcia, S.R., & Lewis, T.A. (2004). *Practicing Texas politics* (12th ed.).

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

Hoefler, R. (2006). *Advocacy practice for social justice*. 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.

Miroff, B., Seidelman, R., & Swanstrom, T. (2002). *The democratic debate: An introduction to American politics*.

Mondros, J., & Wilson, S. (1994). *Organizing for power and empowerment*. New York, NY: Columbia University Press.

Murphy, B.A. (2000). *Portraits of American politics: A reader* (3rd ed.)

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.

Wilson, J.Q., & Dilulio, J. (2004). *American government institutions and policies: The essentials*. (9th ed.)

XII. Criteria for Grading Presentation

	Poor, needs major attention	Adequate, need some attention	Good, meets expectations	Excellent exceeds expectations
Broad understanding of policy practitioners' position and role				
Thoughtfulness of analysis and context				
Useful handouts & materials				
Creativity and ability to present				
Use of appropriate literature and other information				
Follow syllabus instructions				
Overall presentation skills				

XIII. 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

1. Completeness and thoroughness (some criteria not applicable to the 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 the 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 the 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 the 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