This is an Online Course

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Inclusive Excellence

The University of South Dakota and the School of Health Sciences is committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

Catalog Description

This course provides students with the opportunity to apply techniques of policy analysis and formulation. Utilizing the lens of advocacy, students will learn to apply techniques of assessment, development, and the administrative implementation of social policy. Social policy is presented as a means of intervention that allows social workers to become agents of change in settings that cover the range of micro, mezzo, and macro systems. Students learn to identify and to develop skills to address forms and mechanisms of discrimination.

Rationale

This is an important course in the social policy sequence because it provides the knowledge base for social workers to become agents of change though advocacy. The course offers students an opportunity to explore the different ways they can become political advocates, contribute to society at a macro level, and further the contribution of social work as a profession in the assessment, development, and analysis of social policies and in advocating for issues of social justice, diversity, and the intergenerational needs of society.

The theoretical framework adopted by the Department of Social Work has influenced the development of this course. In this course students are encouraged to develop their expertise in social work practice and knowledge using the theoretical framework as a lens
through which critical thought guides their decisions. Students are taught to (a) ask important questions, (b) acquire and appraise evidence critically, (c) apply evidence with sensitivity to the situation, (d) analyze outcomes, and (e) adjust practice as needed.

**Textbooks and Other Required Materials**


**Course Competencies**

In accordance with the accreditation requirements of the Council on Social Work Education, students will demonstrate these competencies during this course:

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student will Demonstrate Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills Students will Develop in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>Uses creativity to enhance the organization and presentation of information.</td>
<td>Advocacy Assignment&lt;br&gt;Policy Action Assignment&lt;br&gt;Policy to Practice Assignment</td>
<td>Knowledge: Demonstrate a fundamental understanding of policy analysis; Articulate the essential components of social advocacy; and identify basic human rights.</td>
</tr>
<tr>
<td>2.1.5 Advance human rights and social and economic justice.</td>
<td>Incorporates an understanding of regional and global interconnections of oppression and applies this understanding to social work practice. &lt;br&gt;Analyses the consequences of social and economic injustice and social change.</td>
<td>Advocacy Assignment&lt;br&gt;Policy Action Assignment&lt;br&gt;Policy to Practice Assignment</td>
<td>Values: Identify critical values and related ethics as they apply to policy analysis and implementation; Explain how social policy and advocacy are tied to political process and social values; and connect the Code of Ethics of the National Association of Social Workers to policy analysis, policy implementation, policy evaluation, and social advocacy.</td>
</tr>
<tr>
<td>Course Competencies</td>
<td>Student will Demonstrate Competency by this Practice Behavior</td>
<td>Practice Behavior will be Assessed by this Assignment</td>
<td>Knowledge, Values, and Skills Students will Develop in this Course</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2.1.6 Engage in research-informed practice and practice-informed research. | Evaluates policies and programs. | Advocacy Assignment  
Policy Action Assignment  
Policy to Practice Assignment | Skills: Demonstrate the ability to research the history of a political issue and current policy situation in relation to how it impacts people on the margins (2.1.3, 2.1.5, 2.1.6, 2.1.8); Develop and analyze proposals for social change and work to secure their enactment in legislative, government, agency, and community venues (2.1.3, 2.1.5, 2.1.6, 2.1.8, 2.1.9); Organize and develop coalitions and develop links to advocacy groups (2.1.5, 2.1.8, 2.1.9); and develop an advocacy project to implement change (2.1.5, 2.1.8, 2.1.9). |
| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | Evaluates the intended and unintended impact of social policies and develop mechanisms that identify resources for clients.  
Articulates the impact of policies on service delivery and conducts assessments and evaluations of the implementation of policy.  
Identifies gaps in policies at varied levels, e.g., agency policies, public policies, and regulations. | Advocacy Assignment  
Policy Action Assignment  
Policy to Practice Assignment | Knowledge: Demonstrate a fundamental understanding of policy analysis; Articulate the essential components of social advocacy; and identify basic human rights. |
### Course Structure

In this course, three texts will be used in concert with each other. The APA style manual is to be used to format papers (i.e., headings, citations, and references). The primary focus of this course will be on two things: (a) developing a firm understanding of policy analysis and how to analyze social policies; and (b) effectively advocating for socially just social policies and policy practices.

This is an online course with well-prepared materials loaded into the Desire2Learn (D2L) course shell. These resources are intended to facilitate and deepen your learning with regard to practice-informed and practice-based qualitative research. All course quizzes/tests will be offered only within D2L. Results should be instantaneous and scores will be automatically recorded in the course grade book. Please see the course outline for the start and stop dates/times for each quiz/test.

### Course Requirements

The course requirements include the following:

1. Carefully reading the texts and participating fully in all weekly online class sessions;
2. Posting in online discussions once or twice a week per Discussion Forum instructions;
3. Watching and listening to weekly recorded lectures and/or narrated slide presentations;
4. Participating in any scheduled Collaborative Ultra sessions in real time.
5. Watching online videos, when available;
6. Completing weekly quizzes;
7. Following through with a set of incremental assignments
   a. Writing a policy advocacy position paper;
   b. Writing a policy brief;
   c. Creating a policy fact sheet;
   d. Developing a policy media project related to your selected policy issue (students may
      complete a joint or group project);
   e. Writing a final policy advocacy reflection paper; and
8. SUCCESSFULLY COMPLETING ANY/ALL OTHER ASSIGNMENTS/TASKS AND COURSE WORK
   assigned at the discretion of the instructor.

Contacting the Professor

My contact information is listed at the top of this document and at the top of the course
syllabus. The best way to reach me is at my regular USD e-mail address; that is, at Lynne.Hunter@usd.edu. You may also try reaching me via e-mail within D2L; however, I am
not in the habit of checking my D2L e-mail as frequently as I do my other e-mail accounts. If you
attempt to reach me through D2L e-mail, I cannot guarantee that I will be as responsive as you
would like. I will do my utmost to respond to your requests within twenty-four (24) hours
during the weekdays, or forty-eight (48) hours on the weekends.

I may, as needed, host synchronous (i.e., real-time) online meetings with the class via
Collaborate Ultra within the D2L course shell. To fully engage in and benefit from Collaborate
Ultra, I recommend that you purchase, at a minimum, a USB multimedia headset—earphones
with a microphone—so that you can ask questions instead of typing them. Such a headset can
be purchased online, or from your local retailer (Walmart, Best Buy, Radio Shack, etc.), for
around $15-$30 depending on the brand and model (Logitech is recommended). However, I
prefer that you use a web cam with a built-in microphone to facilitate conversation online.
Most PCs today come with a web cam; however, you can purchase higher quality equipment
online or from a local retailer.

Please note that the university email system is the official means of communicating with
students. If you have not done so already, please set up your student email account, provide
the address to me and/or the MSW Program secretary, and use your USD email address for all
online correspondence. Because of privacy concerns, I will not respond to any student at any
e-mail address other than assigned to you by the university.

ASSIGNMENTS

Class participation. Students who attend class will accrue points over the course of the
semester. The instructor will also note the degree and quality of each student’s participation in
online class sessions. At the end of the semester, the instructor reserves the right to reduce a
student’s class participation points if she/he has not been an active participant in class
discussions and other class activities (i.e., both face-to-face and online).

Student participation in this online course will be tracked and points will be assigned for
each class session based on two forms of participation.
First, the instructor will assign points to each student based on the quality and level of her or his participation in each online session, including Discussion Forums. Because a total of 100 points is allocated for student participation/attendance across 16 class sessions, each class session will be worth 12.5 participation points (i.e., 100/16 = 12.5).

Second, the instructor will monitor each student’s online activities in the course in terms of her or his presence and participation in each online class session. For example, the instructor can use D2L web analytics to determine how often and how long a student logged into any particular class session and activity. In addition, the instructor can track a student’s navigation within the course during any session.

For a student to receive full points for a class session, she or he must complete all of the online work for that entire session. This includes reading additional course materials or resources (besides readings in the textbooks), viewing any pre-recorded presentations, participating—if required—in any real-time, synchronous Collaborate Ultra sessions scheduled by the instructor, submitting assignments due that session via one or more drop boxes, completing any quiz or test associated with the session, participating in the Discussion Forum, and completing any/all other tasks or assignments related to any particular class session.

For students who fail to meet these expectations, the instructor may deduct up to 12.5 points from the class attendance/participation points accrued by a student for each class session. For example, a student who participates fully in Discussion Forums and completes all other course work associated with the 16 online sessions could earn a total of 100 points for participation/attendance. However, a student who participates fully in Discussion Forums but does not complete any other course work associated with the 16 online sessions could lose up to 200 points due to nonattendance/nonparticipation. Predictably, a student in this situation will do poorly on course assignments and quizzes/tests. She or he will likely fail the class or perform at a substandard level in the class.

Readings

You should complete all the required and supplemental readings for each unit of study. Beyond this, an important aspect of the course is to have you reflect upon what you have read and learned and apply the concepts, constructs, and practice principles to your own life and life situation.

Quizzes

There will be weekly closed book/closed notes quizzes that will cover the readings. Do not talk or in any other way communicate with anyone about each quiz during the testing period, which will be one week. I am holding you to the Code of Ethics of the National Association of Social Workers, the USD Student Code of Conduct, and the USD Academic Integrity Policy. Make sure you take good notes and ask questions if there is something in the readings or instruction that you do not understand. The quizzes will be timed. You will be granted two attempts for each quiz. The higher of the two quiz scores will be recorded as your grade.
Submitting Written Assignments

The instructor has created a drop box for each assignment in the class session that corresponds to the week the assignment is due. You should make sure your assignments are in at least Microsoft Word 2010 or later format (e.g., Word 2013 or Word 2016). Assignments must be turned in on or before the due date/time. Any assignment submitted after the deadline will lose points for being late. Any assignment that is more than 7 days late will receive zero points.

Assignment Detail

All of the assignments below are intended to give you the opportunity to spend time reading, reflecting, and advocating for a policy issue that is important to you personally. You will develop and write a policy position advocacy paper, followed by a much more detailed Policy Brief that proposes adoption of the policy for which you are advocating. Subsequently, you will prepare a Policy Fact Sheet derived from your policy brief and other sources. You will also create a social policy advocacy multimedia project designed to promote your policy position. This project must be posted to the Internet (e.g., YouTube, Vimeo). Who knows? Maybe your project will go viral and impact lives beyond this class.

All written assignments should be submitted to the instructor via drop box. The documents must be formatted in an MS Word document format (i.e., DOCX) written in compliance with the APA’s Publication Manual, 6th edition. All papers must include citations and a references page.

1. Social Policy and Advocacy Position Paper: In this 3-4-page paper, you are to identify a particular social policy issue that concerns you and then adopt an advocacy position on this issue. The issue must be one that is being addressed by the South Dakota State Legislature (or legislature of the state in which you reside) during the 2018 Legislative Session and you will be expected to network with at least one legislator during the course of this semester around the social policy issue you have selected. Students may address other social justice issues outside the legislative realm, but must seek the instructor’s written approval first. All the other, subsequent assignments will flow from this first assignment. Following the steps detailed in the Guidelines for Networking with Representatives (see below), you are to engage and maintain contact with the representative around your chosen issue and advocate for policy changes (which could include strengthen a policy, changing a policy, or simply doing away with it—replacing it with a different, presumably better policy). As you work with your representative, you should keep notes. This will help you write the final reflection paper, in which you will review how you engaged the legislator, your assessment of his or her response to you and your advocacy position, your analysis of your advocacy efforts/interventions, and your assessment of the outcome.
2. **Policy Brief:** You will prepare a 3- to 4-page Policy Brief in accordance with the attached *Instructions for Writing a Policy Brief*. Rationale – While this is not a research course, advocacy efforts typically begin with the analysis of a problem, taking a position, building an agenda, and communicating your proposal to others. This requires fact-finding and library research.

3. **Fact Sheet:** You will prepare a one-page Fact Sheet in accordance with the attached *Instructions for Writing a Fact Sheet*. A single page fact sheet has become an expected resource for lobbying activities with local, state, and federal legislators.

4. **Media Advocacy Project:** This assignment is the most open-ended one for the semester. I want you to use your highest level of creativity and imagination to create an advocacy piece that is suitable for posting to the Internet that promotes the policy recommendations in your policy brief. This can take almost any form you choose – interview, speech, PowerPoint slideshows, music video, mock commercial, even some kind of Xtranormal clip (see [http://www.youtube.com/watch?v=Cr2LiQGrC7A](http://www.youtube.com/watch?v=Cr2LiQGrC7A)). We will discuss this further online, but expect to produce something at least 3-4 minutes in length. A 30 second mock commercial is probably too short, although a series of four such commercials is probably fine. A ten-minute lecture is probably too much. Some helpful examples might include:

   - More than That
   - Oh Think Twice*Poor in America
   - The Student Poverty Song

5. **Final Social Policy Advocacy Reflection Paper:** Your final written assignment is a short 4 to 5 page reflection on the approaches, strategies, and tactics you used as you engaged your representative, assessed you interactions and effect on him or her, intervened as a policy advocate, and monitored/evaluated your longer term influence. Make sure you adhere the writing conventions of the American Psychological Association (6th Edition). The 5 pages for this assignment does **not** include the References page(s). Here are some of the questions you should consider in your paper: What were your experiences as you worked through the 7 steps of networking with representatives? What organizations did you attempt to recruit as allies? Did you include a letter-writing campaign? How did you fare. Did you use Facebook pages? How this that work out. Did you work with [Change.org](http://www.change.org) and/or [Moveon.org](http://www.moveon.org)? What could you do to increase the impact of the media you produced? What other media would you produce? What individuals and/or organizations opposed your proposal? Why? Knowing what you know now, what would you do differently? How will this exercise affect your political involvement as a social worker once you graduate from USD? What is your longer term plans as an advocate for social and economic justice? Make sure you review the grading rubric for this assignment to make sure you cover all the bases.

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**Grading**
Coursework and points are listed here and in the course itinerary:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Reading quizzes (14 x 10)</td>
<td>140</td>
</tr>
<tr>
<td>Identifying a Policy Issue and Taking an Advocacy Position</td>
<td>100</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>200</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>100</td>
</tr>
<tr>
<td>Media Advocacy Project</td>
<td>200</td>
</tr>
<tr>
<td>Reflection Paper on Advocacy Activities</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>940</strong></td>
</tr>
</tbody>
</table>

For convenience, the due dates for these assignments are noted below as well as in the course itinerary listed at the end of this syllabus:

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Weekly</td>
</tr>
<tr>
<td>Identifying a Policy Issue and Taking an Advocacy Position</td>
<td>1/28/18</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>2/18/18</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>3/4/18</td>
</tr>
<tr>
<td>Media Advocacy Project</td>
<td>4/1/18</td>
</tr>
<tr>
<td>Reflection Paper on Advocacy Activities</td>
<td>4/29/18</td>
</tr>
</tbody>
</table>

Grades will be assigned in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>846-940</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>752-845</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>658-751</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 69</td>
<td>&lt;657</td>
</tr>
</tbody>
</table>

The instructor will provide each student with a grade and written feedback on each writing assignment within seven days of the due date/time for that particular assignment. If, for some unforeseen reason, there is a delay, the instructor will promptly notify students and set a date for when students can expect to receive a grade/feedback from the instructor.

I will also abide by all policies set forth in this syllabus and those by the Online Student Handbook, The University of South Dakota, and the South Dakota Board of Regents.

Please see the graduate catalog and the MSW program’s student handbook for information regarding the University’s grading policy.

**Freedom in Learning**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Academic Fraud, Plagiarism, Dishonesty, and Cheating**

The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. Violation of the University Academic Honesty Policy could result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences, which may include expulsion from the University.

The Department of Social Work regards any form of academic dishonesty to be a sign that the student’s values and ethics are incompatible with the values and ethics of the social work profession. An incident of academic dishonesty may result in a grade reduction for the assignment, an F for the course, and/or dismissal from the Social Work Program.

No credit can be given for a dishonest assignment. This includes cheating or any form of dishonesty while taking an online quiz or examination. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

1. Given a zero for that assignment or task.
2. Allowed to rewrite and resubmit the assignment for credit or allowed take an alternative version of the same quiz or examination.
3. Assigned a reduced grade for the course.
4. Dropped from the course.
5. Failed in the course.

**Make-Up Policy**

Unless explicit arrangements have been worked out by the student with the instructor well in advance of a due date/time, no points will be granted for late or missed assignments. This includes quizzes/tests and any other graded coursework. In addition, the student will not be able to make up missed or incomplete course work nor will she or he be able to complete an alternate assignment or exercise to compensate for the lost points.
Special Needs/Accommodations

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note that if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents system institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

eMail Policy

The university email system is the formal email (i.e., @usd.edu) used to communicate with students. Please set up a student email account and provide the address to the professor.
<table>
<thead>
<tr>
<th>#</th>
<th>2018 Week Start/Stop</th>
<th>Topic/Focus</th>
<th>Readings/Activities</th>
<th>ONLINE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8-14</td>
<td>Welcome to Advanced Social Policy</td>
<td>Look through the Jansson (2018) text and familiarize yourself with the outline of each. Overview of course and assignments.</td>
<td>Complete Online Session 1</td>
</tr>
<tr>
<td>2</td>
<td>Jan 16-21</td>
<td>Joining a Tradition of Social Reform</td>
<td>CH 1, Jansson</td>
<td>Complete Online Session 2</td>
</tr>
<tr>
<td>3</td>
<td>Jan 22-28</td>
<td>Articulating Four Rationales for Participating in Policy Advocacy</td>
<td>CH 2, Jansson</td>
<td>Complete Online Session 3</td>
</tr>
<tr>
<td>4</td>
<td>Jan 29-Feb 4</td>
<td>Obtaining Skills and Competencies for Policy Advocacy</td>
<td>CH 3, Jansson Policy Advocacy Position Paper is due at 11:59 pm CST on 1-28-2018</td>
<td>Complete Online Session 4</td>
</tr>
<tr>
<td>5</td>
<td>Feb 5-11</td>
<td>Approaches to Policy Analysis</td>
<td>CH 4 Jansson</td>
<td>Complete Online Session 5</td>
</tr>
<tr>
<td>7</td>
<td>Feb 19-25</td>
<td>Committing to an Issue: Building Agendas</td>
<td>CH 6, Jansson</td>
<td>Complete Online Session 7 Quiz/Test 1 Opens at 12:01 am CST on 2-21-2017 and Closes at 11:59 pm CST on 2-27-2017</td>
</tr>
<tr>
<td>8</td>
<td>Feb 26-Mar 4</td>
<td>Analyzing Problems in the First Step of Policy Analysis</td>
<td>CH 7, Jansson Fact Sheet is due at 11:59 pm CST on 3-4-2018</td>
<td>Complete Online Session 8</td>
</tr>
<tr>
<td>9</td>
<td>Mar 5-11</td>
<td>Spring Break</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>11</td>
<td>Mar 19-25</td>
<td>Presenting and Defending Policy Proposals in Step 5 and Step 6 of Policy Analysis</td>
<td>CH 9, Jansson</td>
<td>Complete Online Session 10</td>
</tr>
<tr>
<td>12</td>
<td>Mar 26-Apr 1</td>
<td>Developing and Using Power in the Policy-Enacting Task</td>
<td>CH 10, Jansson Media Assignment is due at 11:59 pm CST on 4-1-2018</td>
<td>Complete Online Session 11</td>
</tr>
<tr>
<td>13</td>
<td>Apr 2-8</td>
<td>Developing Political Strategy and Putting It Into Action in the Policy-</td>
<td>CH 11, Jansson</td>
<td>Complete Online Session 12</td>
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<td></td>
<td>Enacting Task</td>
<td>CH, Jansson</td>
<td>Complete Online Session</td>
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<tr>
<td>14</td>
<td>Apr 9-15 Engaging in Ballot-Based Policy Advocacy</td>
<td>CH 12, Jansson</td>
<td>13</td>
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</tr>
<tr>
<td>15</td>
<td>Apr 16-22 Troubleshooting the Implementation of Policies in Task 7</td>
<td>CH 13, Jansson</td>
<td>Complete Online Session 14</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Apr 23-27 Assessing Policy: Toward Evidence-Based Policy During Task 8</td>
<td>CH 14, Jansson</td>
<td>Complete Online Session 15</td>
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<tr>
<td></td>
<td>Course Wrap-Up</td>
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**Quiz/Test 2 Opens at 12:01 am CST on 4-18-2017 and Closes at 11:59 pm CST on 4-24-2017**

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**Final Reflection Paper is due at 11:59 pm CST on 4-29-2018**
References


Guidelines for Networking with Representatives
(Based on the ideas of Rob Brown and Jay Memmott)

Step 1: Identify the policy issue that you want to address and develop your position on that issue. The more passionate you are, the better. For example, does it bother you that children are underserved in the state? Are you irked by the antics of local politicians? Does it bother you that brokers on Wall Street violated federal laws but were never prosecuted because the institutions where they worked “were too big to fail”? Use these and other questions to identify and develop your position on a policy issue. Consider all sides of the issue: social, economic, political, historical, environmental, emotional, philosophical, and ethical. Cast a wide net and look at the issue in governmental, popular, and academic publications. Ask what other people think (especially if you disagree) so you will understand the various sides and viewpoints of the issue. Talk with your friends, your frenemies, and enemies—the more people you talk to, the better.

Step 2: Know your audience. Find out who represents you at the local, state, and national levels of government. The easiest way to do this in South Dakota is to navigate to the various web sites of your local, state, and federal web sites. For example, in Sioux Falls these include:

1. Sioux Falls City Council
2. Minnehaha County, South Dakota
3. The State of South Dakota Government
4. The United States House of Representatives
5. The United States Senate
6. Find a Delegate or Senator

Once you know who your representatives are, determine what their positions are on the issue that concerns you. Find out anything and everything you can about your representative’s background, education, personal history, social and family connections, religious/spiritual views, etc. It is absolutely crucial that you do your homework well. This information will help you position yourself vis-à-vis your representative as you engage him or her in discussions regarding your policy concern. Also remember that there is a vast bureaucracy that supports any politician in any office at any level. The key axiom here is: politicians remain in office as long as they have support. The questions are: who is providing that support, and what kind of support is the politician getting?

Step 3: Conduct a power analysis. This is an approach based on understanding power. It does not work to a fixed definition of power: each power analysis study works with its own understanding of the concept. In a power analysis of Tanzania, the focus was on three questions (Hyden, 2005). First, who sets the policy agenda; whose ideas and values dominate policy? Secondly, who gets what, when and how, and how do formal institutions shape the distribution of costs and benefits. Thirdly, who knows whom, why and where; how do informal social networks shape the policy process? In a power analysis of Ethiopia, knowledge as power was the central organizing theme (Vaughan & Tronvoll, 2003). In short, there is much scope for
the user to adapt power analysis to his/her own purposes. This type of analysis will help you determine the best approach, strategies, and tactics to use while interacting with your representative.

**Step 4: Develop your approach, strategies, and tactics.** This step requires careful attention to detail and the unbridled use of the question, “what if?” One must consider every viable option and weigh the benefits and risks of any particular approach, with its attendant strategies and tactics. Although this may seem game-like, it should be a very serious and sobering process. You need to become an avid student of human influence, developing a keen interest in how to affect the behaviors, feelings, and attitudes of others in ways that are impeccably ethical. The problem is that some approaches, strategies, and tactics are unethical and downright illegal.

**Step 5: Approach and engage your representative.** This is where the “rubber meets the road.” The key at this step is to observe the representative’s behavior and responses as clues to how well your approach, strategies, and tactics are working. If you are not getting the outcome you want, then you should probably try a different approach.

**Step 6: Network with like-minded people (non-politicians and politicians alike) and build alliances/coalitions.** You should note that networking is not formally taught in political circles. Yet the ability to work a room, create instant rapport, make a powerful first impression and cultivate useful long term alliances seems every bit as relevant in political circles as it does in other settings. If you can get people to buy you, they’ll buy almost everything you stand for. That’s got to be good for politics. However, in a room full of 200 top business and political figures, you will probably see examples of poor networking, superficial networking, and rude networking. Remember—networking is an art.

Rob Brown, a British blogger, noted three stark differences between how politicians and other people (e.g., business people, social workers) appear to network a room.

1. **Shorter conversations.** Politicians are more fleeting with their networking. They ‘flit’ from person to person, group to group with apparent ease and fluidity. It seems to be more about quantity than quality. Touch base, press the flesh, create a ‘moment’ and move on.
2. **Less politeness.** Politicians think less of the networking etiquette that other people might. They are ready to disengage at the drop of a hat, with few niceties or apologies. It’s almost accepted that there is someone else to talk to – *don’t be offended if I move on, okay?*
3. **More show.** It’s much more important for politicians to be seen networking than it is for them to actually network. It’s about presence, profile, shaking hands, being in the room more than it is creating opportunities and having deeper conversations.

All of this is very effective. It’s the prelude to the dance. Make the connection now and pick it up with more private, one-to-one conversations at a later date or time. That said, politicians have much to learn from the world of business and other settings about not just counting...
conversations but making conversations count. And professionals (e.g., social workers) can learn much about the way politicians network, too.

**Step 7: Continue to push your issue/agenda.** This may take years and require incredible persistence. The thing to remember here is that the only thing that is certain in the world is change.
Instructions for Writing a Policy Brief

The Policy Brief is a document that outlines the rationale for choosing a particular policy alternative or course of action in a current policy debate.

The Policy Brief is commonly produced in response to a request directly from a decision-maker or an organization that intends to advocate for the position detailed in the brief. The purpose of the Policy Brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action outlined and therefore, serve as an impetus for action.

As will all good marketing tools, the key to success is targeting the particular audience for the message. Characteristics of a good Policy Brief include:

- Focused on convincing the target audience;
- Professional, but not academic;
- Based on evidence that the problem exists and that the proposed policy will resolve it;
- Limited in scope so that focus is not diffused;
- Succinct, for this course not more than 4 pages total;
- Understandable, written in clear and simple language that presents an easy to follow argument; and
- Practical, feasible, accessible, and promotional like any marketing tool.

**Common Elements of a Policy Brief**

**Title**

The title aims to catch the attention of the reader and compel him/her to read on. It needs to be descriptive, punchy, and relevant.

**Executive Summary**

The executive summary is a one paragraph that aims to convince the reader that the brief is worth further investigation. It includes a description of the problem, a statement on why the current approach/policy option needs to be changed, and recommendations for action.

**Importance of the Problem**

The purpose of this section is to convince the target audience that a current and urgent problem exists that requires them to take action. It includes:
• A clear statement of the problem;
• A short overview of the root causes of the problem; and
• A clear statement of the current importance and the policy relevance of the issue.

Critique of Current Policy

The aim of this section is to show the shortcomings of the current approach in order to justify the need for change. This section includes:

• A short overview of policy options;
• A clear identification of the people marginalized, disadvantaged, and/or oppressed by the current policies related to the problem; and
• A clear identification of the unintended impact of current policy;
• A clear identification of any “gaps” or unmet needs associated with current policy; and
• An argument illustrating why and how current policy is failing.

For the sake of credibility, you must recognize all opinions related to the problem issue in this section.

Policy Recommendation

The aim of this section is to provide a detailed and convincing alternative to the current failed policy. It includes:

• An argument informed by all policy options that points to your proposed solution as the most credible, effective, practical, or efficient;
• A breakdown of the specific steps needed to implement your proposal; and
• A closing paragraph emphasizing the importance of action.

Sources

Many Policy Briefs do not include any sources; however, a bibliography is required for this assignment. Citations should not be included in the text.
Instructions for Writing a Fact Sheet

What are Fact Sheets?

Fact Sheets introduce you – and your issue – in a format useful to busy people. They come in many styles, shapes, and sizes, but every advocacy group needs at least one. (For this class, your fact sheet should be one page only).

Good Fact Sheets recognize that busy people need something short and punchy to grab their attention. A good Fact Sheet says: “Read me. I’m a painless way to get acquainted with an issue.” (Anything long and complicated may not just be ignored, it can be counter-productive).

Fact Sheets can do many things:

- Identify your group with a particular issue;
- Set out facts – key statistics relating to a problem, issue, or group;
- Provide answers to commonly asked questions, even by using a Q&A format;
- Set out information using graphics or charts;
- Inform, persuade, educate (e.g., about a legislative proposal or a budget request); and
- Make an argument for a particular course of action.

Good Fact Sheets rely on format:

- No long sentences or wordy paragraphs;
- Something easy to read, with sub-heads, bullets, and possibly graphics; and
- Layout that carries the eye from basic facts to logical conclusions or the “pitch.”

Good Fact Sheets rely on content to make a point:

- Your most compelling, most useful statistics;
- Information arrayed to make an argument, targeted to a particular audience;
- Homey examples, or simple ways to convey complicated points;
- Reflecting careful thought about the audience, and what facts will work best with them;
- Drawing a conclusion or suggesting something the reader can do.

In short, good Fact Sheets include most or all of the following:

- Basic definitions,
- Basic statistics,
- Basic information,
- Organized to draw a conclusion or invite the reader to take some action, plus
- The name, address, and telephone number of the contact person of the group responsible.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Start</td>
<td>Monday, January 8</td>
</tr>
<tr>
<td>Last day to add/drop 1st 8-week course with refund</td>
<td>Thursday, January 11</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, January 15</td>
</tr>
<tr>
<td>Last day to add/drop full term course with refund</td>
<td>Wednesday, January 17</td>
</tr>
<tr>
<td>Last day to drop 1st 8-week course with &quot;WD&quot;</td>
<td>Wednesday, February 14</td>
</tr>
<tr>
<td>President's Day</td>
<td>Monday, February 19</td>
</tr>
<tr>
<td>Spring Break Begins at 5 p.m.</td>
<td>Friday March 2</td>
</tr>
<tr>
<td>Spring Break Ends. Classes resume at 8 a.m.</td>
<td>Monday, March 12</td>
</tr>
<tr>
<td>Midterm</td>
<td>Monday, March 12</td>
</tr>
<tr>
<td>Second 8-Week Classes Begin</td>
<td>Monday, March 12</td>
</tr>
<tr>
<td>Last day to add/drop 2nd 8-week course with refund</td>
<td>Thursday, March 15</td>
</tr>
<tr>
<td>Easter Recess Begins</td>
<td>Friday, March 30 (5 a.m.)</td>
</tr>
<tr>
<td>Easter Recess Ends. Classes Resume</td>
<td>Monday, April 2 (8 a.m.)</td>
</tr>
<tr>
<td>Last day to drop full term course with &quot;WD&quot;</td>
<td>Monday, April 2</td>
</tr>
<tr>
<td>Last day to drop 2nd 8-week course with &quot;WD&quot;</td>
<td>Thursday, April 19</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Friday, April 27</td>
</tr>
<tr>
<td>Final Exams Begin</td>
<td>Monday, April 30</td>
</tr>
<tr>
<td>Semester Ends/Residence Halls Close</td>
<td>Friday, May 4</td>
</tr>
<tr>
<td>Commencement*</td>
<td>Saturday, May 5 - Sanford Coyote Sports Center Undergraduate: 9:30 a.m. Graduate: 3 p.m.</td>
</tr>
<tr>
<td>*Graduation Candidates should arrive 45 minutes prior to the start of commencement.</td>
<td></td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>Wednesday, May 9 (by 11:59 p.m.)</td>
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