



Course title:	Integrated Healthcare Policies, and Services
Course #/term:	SW 637, Winter 2021, section 8
Time and place:	Tuesdays, 14:00 – 16:00 (2:00pm – 4:00pm), Online via zoom https://umich.zoom.us/j/98027693735
Credit hours:	3
Prerequisites:	--
Instructor:	Carrie Rheingans
Pronouns:	she/her/hers
Contact info:	Email: crheinga@umich.edu (You may expect a response within 48 hours, **please add 'SW 637' to the subject line!) Cell Phone: 734-417-2537 (texting is ok; identify yourself when texting)
Office:	N/A – online meetings only
Office hours:	By appointment only, **please add 'SW 637 Office Hours Appointment Request' in email subject line!

1. Course Statement

a. Course Description and Content

This course will examine the integration of policies, financing, organization and delivery of physical health and behavioral health (mental health and substance abuse) care services and programs for adults, youth and children. The primary focus of study will be the U.S. healthcare system, with international comparisons, including promotion, prevention, treatment and rehabilitation services in primary care, acute care, chronic care, and long-term care settings. The evolution of the integration of primary care and behavioral health care services will constitute the focus of our policy analysis. Historical and contemporary policy issues and trends, including ethical dilemmas, controversies, marginalized and stigmatized populations, social movements and the role of the Patient Protection and Affordable Care Act (ACA) as they affect access to care and health care quality will be discussed. Strategies for influencing policies and programs, inequities and disparities in care and the impact of key diversity dimensions such as ability, age, income, class, color, culture, ethnicity, family structure, sex, sexual orientation, gender identity, gender expression, marital status, national origin, race, religion and spirituality on health care, will be examined. Opportunities for direct involvement by students in the political and organizational processes used to influence policy and delivery systems will be encouraged. The course reflects the values of the profession and focuses on the role of the social worker as "social policy practitioner" in promoting the maintenance or attainment of optimal physical and mental health, recovery and wellness and social and economic justice.

b. Course Objectives and Competencies

Upon successful completion of this course, students will be better able to:

1. Describe the evolution, organization, and distribution of health care services in the U.S., including gaps and excesses, and inequities in access and quality of care, including physical and behavioral health services.
2. Identify the strengths and limitations of the U.S. healthcare system compared with health care systems in other countries and directions for needed change.
3. Describe financing mechanisms for health care services, including physical and behavioral health care, and the impact of these mechanisms on equity, access and successful integration of services.
4. Describe evidence-based models for health care delivery including integrated physical and behavioral health care services in a variety of settings and addressing a variety of populations.
5. Describe disparities in health care in the U.S., their sources, and systemic strategies for intervention.
6. Identify the role of government in healthcare policy and in planning, organizing, and delivering health and behavioral health services, including advocating for systems change.
7. Identify, describe and discuss the key elements of the Affordable Care Act, and assess progress toward implementation at the federal and state levels.
8. Discuss current ethical issues and controversies and apply ethical principles and decision- making in health care.
9. Identify the role of social work in policy development, services planning and delivery of health care and behavioral health care services.
10. Discuss innovative approaches to improving health care access, quality and delivery, particularly addressed to eliminating health care inequities.

c. Course Design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives that helps to understand historical and modern health care systems and policies and how these influence access and care.

This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will

provide a forum to critically examine how health policy and care impact our multiple status locations, and shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about health equity and policy change, and principles of community advocacy.

Teamwork and collaboration are central foci of the course design. To mirror the partnerships that social workers participate in at micro, mezzo, and macro levels, students will have the experience to collaborate on teams, give and receive constructive feedback, and contribute to and manage complex projects, and navigate relationships with colleagues. Students will have the opportunity to simulate collaboration as part of a care team, part of an advocacy organization, or part of a research team or think tank.

The class will be as hands-on as possible for an online course, and will also utilize innovative resources in teaching content, including massive open online courses, online training, webinars, videos, and simulations. Skills will be learned, practiced, and applied in class-based and project-based experiences.

Additionally, this course is an advanced level course with adult learners. Thus, the expectation is that students take charge of their own learning, their own participation, and their support for the learning of their colleagues in the classroom. The class will consist of a combination of mini-lectures and direct application of skills in small groups or pairs to take theory to the level of community and policy change. Students must come prepared to fully engage in order to get the most out of this class. Additionally, this class does not approach education from the “banking” perspective. Everyone in the classroom has expertise and experience to offer into the learning space. Thus, students will be asked to bring and share examples and root the larger theories of change in their own background and experience.

Synchronous class: Each week we will have synchronous (live) class time ranging from 90-120 minutes. However, to optimize our time together, acknowledge our (limited) attention spans, and to follow online teaching best practices, I will strive to keep our synchronous time closer to 90 minutes. I use an agenda for each class session so you know when we will have break(s) and large-group and small-group activities.

Asynchronous class: In addition to our limited synchronous time together, you are expected to engage in our course content via our Canvas modules, discussion boards and other course assignments each week. I highly encourage you to keep pace week by week with the asynchronous materials (including group work). This will keep you on track.

d. Curricular Themes

Theme Relation to Multiculturalism & Diversity

Multiculturalism and diversity issues will be integrated throughout the course and prominent in content and assignments related to health care disparities. The course will address a range of diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), sex and sexual orientation, marital status, national origin, race, and religion or spirituality).

Theme Relation to **Social Justice**

Social justice and social change will be addressed throughout the course, including content on equity, quality and access, ethical issues in healthcare, and the role of social work in promoting social justice and social change in the healthcare system.

Theme Relation to **Promotion, Prevention, Treatment & Rehabilitation**

Promotion, prevention, treatment, and rehabilitation will be addressed through content on the organization of health care services, allocation of resources, ethical issues in healthcare, the delivery of preventive, primary, acute, chronic and long-term care and care for people with disabilities and in the scope of policies and services addressed in health care reform efforts.

Theme Relation to **Behavioral and Social Science Research**

Behavioral and social science research will be presented throughout the course and will include findings from medical sociology, geography and anthropology; political science, health care economics and health psychology; social work, public health, nursing, and medicine.

e. Relationship to Social Work Ethics and Values

The course reflects the values of the profession and focuses on the role of the social worker as "social policy practitioner" in promoting the maintenance or attainment of optimal physical and mental health, recovery and wellness, and social and economic justice.

f. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote health equity, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a personal vision of health equity and policy change, quality care and access, ethical issues in healthcare, and the role of social work in promoting social justice and social change in the healthcare system.

g. Anti-Oppression Statement and Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues, therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person – including your instructor – takes responsibility for their own language, actions and interactions. It is important that we *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent.. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen (by all of

us, to all of us); however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

h. Communications from your Instructor

I will communicate with you both through Canvas and the class email address for our section – all class participants, and *only* class participants (when authenticated using the umich email address) can use: SW637008W21@umich.edu

2. Class Requirements

a. Text and Class Materials

This class does not require a physical text. All readings, media, and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, short videos, and other sources will be distributed to students via Canvas. This course will also include supplemental videos and social media use to enhance and support your learning experience. All items will be posted to Canvas, we are all responsible to check Canvas regularly throughout the week for updates to course materials and discussion boards.

b. Class Schedule (subject to change)

Week	Topic(s) Covered	Items DUE
1 1/19	Social Workers as Policy Practitioners and Social Work Ethics in Health Care	
2 1/26	History and Organization of U.S. Healthcare System, Affordable Care Act Impact	
3 2/2	Financing of Health and Behavioral Health Services	
4 2/9	Integrated Health at Policy and Practitioner Levels	Assignment 3 – Policy Brief Part 1, Proposal
5 2/16	Integrated Health Models	
6 2/23	Workforce in Integrated Health	

7 3/2	Integrated Population Health Management	Assignment 4 – Policy Brief Part 2, Analysis
8 3/9	Disparities Deep-Dive, Social Determinants of Health, Adverse Childhood Experiences/Trauma, Social Worker Self-Care	
9 3/16	Health Care Delivery - Governmental and Private	
3/23	NO CLASS – WELLNESS DAY	
10 3/30	Public Health	Assignment 5 – Policy Brief Part 3, Brief
11 4/6	Special Topics: (1) Crisis Services (2) Pharma Industry and Vaccines	
12 4/13	Special Topics: (1) International Comparisons (2) Long-Term and Palliative Care	
13 4/20	Future of Integrated Health	Assignment 6 – Policy Brief Part 4, Advocacy

c. Assignments

Assignment	Title	Group or Individual	Points	Due
1	News Story Analysis (3 at 5 points each)	Individual	15	Ongoing
2	News Story Facilitation	Individual	5	Ongoing – sign up
3	Policy Analysis Proposal	Group	15	Week 4, Feb. 9
4	Policy Analysis Presentation	Group	20	Week 7, Mar. 2
5	Policy Brief	Either	30	Week 10, Mar. 30
6	Policy Brief Advocacy Application	Either	15	Week 13, Apr. 20
TOTAL POINTS			100	

Submission of Assignments

All assignments must be submitted online via Canvas before or by class time (14:00 or 2:00pm) on the day it is due as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact the instructor to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late. Please use an 11-point sans serif font, single spacing, and 1-inch margins on submitted assignments. Sans serif fonts include Arial, Calibri, Franklin Gothic Book, Lucida Sans, Microsoft Sans Serif, Tahoma, Trebuchet, and Verdana.

Assignment 1: News Story Analyses (3 analyses at 5 points each)

*Three analyses due before semester's end; one must be in coordination with your news story facilitation (Assignment 2) and completed by start of that week's class
NO more than one story can be submitted in the same week*

Health care services and policies, including current health and health care topics such as the coronavirus epidemic, the Flint water crisis, and health care reform, are constantly in the news. Much of the public's perception of these issues is influenced by the way these news stories and in-depth features are portrayed, ranging from careful and well-researched studies of issues to inflammatory and not-so-well documented articles and blog posts. Current events, especially those related to the ongoing coronavirus pandemic, will directly impact the clients and systems you will work with as a social worker, including this semester in your field placements. As a health professional and user of health care services, make it a habit to review news media coverage of health care policies and services. Look for accurately reported, in-depth news stories. Throughout the semester, you will be asked to identify news stories related to health care policies and services, analyze them, and report on your findings.

Assignment Objectives

1. Familiarize yourself with and review the resources regarding health care services and policies that are available in major news media outlets;
2. Prepare a written analysis about current developments in health care services and policies, using a story found in a newspaper or other news source (e.g. Washington Post, New York Times, Christian Science Monitor, Vox), on radio (e.g. NPR), or TV (e.g. PBS or other reputable station/show).

Opinion pieces are not acceptable. Avoid highly partisan sources such as Fox News or MSNBC. If in doubt about the source, subject, depth or reliability, review your story with me. If you choose an article from a blog, please confirm with me that the depth of the article is appropriate for this assignment. Brief articles (less than four paragraphs) aren't sufficient and won't count. The chosen news story must have adequate depth, including the background and facts related to the health care topic, identification of key stakeholders, discussion of who is affected and how they are affected, and analysis of the issues involved. If in doubt about the source, subject, depth or reliability, review your story with me.

Assignment Requirements

- Look for accurately reported, in-depth news stories about health care policies and services.
- Identify a relevant news story related to health care services and/or policies
- Write a one-page analysis of that story using the following headings:

- Brief Summary
 - In this section, *briefly* summarize the article topic and main points of the story. These should take up no more than a quarter of your total analysis.
- Key Points
 - Identify at least **two** key points of the story. These may be important ideas or conclusions elicited from your analysis. When possible, connect these points to class themes.
- Implications and social work based on your analysis
 - Discuss implications for health care services and policies
 - Discuss implications for social work as a field or in practice
- Include the following at the top of your analysis:
 - Your name & date
 - Story title, date & author
 - Story news source & **link** to story
- Upload final analysis to Canvas
 - If analysis connects to your facilitated story, the analysis must be submitted by 14:00 or 2:00 pm the day you are facilitating discussion

Formatting Guidelines

- One page with 1-inch margins
- Single-spaced (you may put spaces between paragraphs)
- Must use 11pt, sans serif font

Assignment 2: News Story Facilitation

Due on date of sign-up; must complete one of your three news briefs (Assignment 1) in conjunction with this facilitation

Hyperlink to story due by 11:59pm the Friday before class to the class News Stories discussion board in Canvas

Your submission will be your facilitation guide that include 3-5 discussion questions and related key points, due in Canvas by 14:00 or 2:00 pm the day you facilitate

Current events, especially those related to the coronavirus epidemic, the Flint water crisis, and health care reform, will directly impact the clients and systems you will work with as a social worker. You will be responsible for facilitating a class discussion related to a news story that was the subject of one of your three news story analysis reports. As facilitator, you will provide a very brief introduction to your chosen story and then lead discussion with pre-written questions and key points related to each question. These questions should aim to engage your classmates in discussion of the story's content, implications for health care policies and services, and implications for the social work field and practice.

Assignment Objectives

1. Complete analysis of a news story (see above in Assignment 1) related to health care policies and services
2. Develop discussion questions, and key points related to the questions, to promote discussion
3. Facilitate a 10-minute discussion on your chosen story to engage classmates in dialogue about the content and impact or perceived impact of your news story for health care services and policies and the field and practice of social work.

Hyperlinks to your chosen news story must be posted by the **Friday before class 11:59 pm**. This allows your classmates to review the story in advance and identifies which story is yours since more than one class member may present each week. For questions about news story appropriateness, see the New Story Analysis (Assignment 1) guidelines.

Assignment Requirements

- Identify a relevant news story related to health care services and policies and write corresponding analysis. Please check in advance that a classmate has not already chosen your story for discussion
- Post a hyperlink to your chosen story on your News Stories Discussion board on Canvas
- Develop a discussion guide for yourself – a document with 3-5 discussion questions designed to elicit discussion of the story. Be thoughtful in what questions you ask. Do not ask students to repeat facts. Do ask questions that connect to your news analysis key points and other important implications of the news story. Under each discussion question, list several key points that you hope will arise from the discussion of that question. Note: These key points are not additional questions. They are possible responses to the questions that you have developed that you hope to elicit from your classmates. You can use these key points when you facilitate discussion.
 - Format the document with single spaced questions and bulleted key points; 11 pt., sans serif font with 1 inch margins
 - Include the following at the top of your questions and key points document:
 - Your name & date
 - Story title, date & author
 - Story news source & **link** to story
- Submit the document on Canvas under Assignment 2 by 14:00 or 2:00 pm on your facilitation day
- Make sure your news story analysis and your three to five questions and related key points discussion facilitation document are available to you while you facilitate the class in discussion
- Prepare to lead discussion by reviewing your story, news story analysis, discussion questions and key points in advance
- Facilitate discussion of the news story:
 - Briefly introduce your story to your classmates (1 minute). Remember, they should have read it.
 - Facilitate discussion using your discussion questions and key points (7 minutes). Provide time for your classmates to answer and engage in discussion – silence can be ok!
 - In closing, highlight any key points or other implications not covered throughout the discussion, including your implications for health care services and policies and social work practice (2 minutes).

Health Policy Analysis Project (Four total parts worth 80% of overall grade)

The class will be divided into teams for developing a four-part health policy analysis and advocacy application, throughout the semester. The purpose of this assignment is to identify and understand the historical and current context that shapes policy development, implementation, and evaluation. As integrated health policy and care are implemented through

collaborative internal teams and/or external community partners, group work is a foundational component focus of this assignment. Teams are expected to meet outside of synchronous class time, however, the instructor will provide time following our synchronous class sessions whenever possible.

As the teams are assigned, the teams should decide on a project timeline and which activities are done collectively and which activities will be divided up and integrated later on. This is completely open to interpretation and the interest areas of the group. Since this class and the field of integrated health heavily relies on group and team collaboration, participation includes your contribution to a positive and constructive team learning environment and experience. Student will complete the Self and Peer Assessment that indicates how well the team worked together, and if each member contributed in a valuable way to the project. These assessments will inform the participation grade for the course.

Assignment 3

Policy Analysis, Part 1: Proposal/Framing the Issue: 15 points

DUE 14:00 or 2:00pm, week 4, February 9, 2021

Your team must submit a 2-page proposal of your team’s selected topic area and policy focus (with 3-6 references). This proposal must identify the health care or policy problem (unethical care, discrimination, program effectiveness, funding mechanisms, etc), select a specific health policy (existing or proposed), and identify the target population the policy was developed to impact.

Criteria	Exemplary Performance	Points
Introduction	Introduction of team members and why you’re interested in exploring this health topic/issue.	1
Introduction of the issue	Introduction to the health or social issue explaining why it is important for a policy analysis.	3
Introduction of the existing policy	Select a health policy at the federal or state level. Provide a brief summary of the policy and how it addresses the identified health/social issue.	3
Identify target population	Identify the population this policy was intended to impact and how it goes about doing so.	2
Conclusion	Succinctly summarize the main points of your proposal. Include 3-5 references your team intends to use.	1
Clarity & Presentation	Proposal consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (11-point, sans serif font, 1” margins), and written in full sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors.	5
Total		15

Assignment 4

Policy Analysis, Part 2: Analysis Presentation and Discussion: 20 points

DUE 14:00 or 2:00pm, Week 7, March 2, 2021

For this assignment, each team will explore, in-depth, the historical and current context shaping the policy, what US and societal values influence this policy, identify the benefits and gaps of the policy. This includes the process of briefly describing the scope of the problem, major cause(s) and consequences. By the end of the presentation, everyone should have a basic understanding of the issue being explored, the policy selected to address it and the scope of the policy's impact on its intended population from a diversity, equity and inclusion lens.

Presentations may not be longer than 10 minutes and then there is 10 minutes for discussion – come prepared with three discussion questions to ask the class. There should be a visual component (poster, PowerPoint, Prezi, etc.), and all images should include a description for accessibility. Visual representation should include the context that they were obtained (name of commercial/movie, topic of a billboard, artist, or physical location of artwork). The last screen of the presentation should include a reference list. The team will work with facilities staff to arrange any audio-visual needs, if necessary.

Criteria	Exemplary Performance	Points
Introduction	Each team member introduces themselves and lead with a compelling quote, statement, story or other feature to set up the conversation. Explain why people should pay attention.	1
Scope of the issue	Make this topic or population real and relevant to your audience. Frame the issue with statistics or evidence of the pressing need/problem. Give historical or current context as needed (operate as if the audience is not at all familiar with the topic).	3
Introduction of the existing policy	Describe the existing policy and provide a summary of how it addresses the health/social issue. Identify the population this policy was intended to impact using data and statistics.	2
Identify values, benefits and gaps of policy	Provide a brief summary of whether or not your group thinks the policy does an adequate job in achieving its intended impact, explain why or why not with empirical evidence (journal articles, white papers, etc). What US or societal values are incorporated into this policy? Describe the arguments for support and opposition to this policy.	2
Identify key stakeholders and	Identify the key stakeholders and the organization(s) leading any efforts and strategies to address this policy. Who developed, implements, and evaluates it? Who is most impacted by these decisions??	2
Identify areas of diversity, equity and inclusion	Describe how this policy is intended to address diversity, equity and inclusion. Is it maintaining or reinforcing the status quo? Are there any unintended consequences of people or communities that may be negatively or positively impacted by	2

aspects of the policy	it? Describe any communities left out from the original intent of the policy.	
Social Work Practice Implications	Using the NASW Code of Ethics, identify what social work values are embedded in this policy and what are the implications for social work practice.	2
Wrap Up	Succinctly summarize the main points of your presentation.	1
Clarity & Presentation	The storytelling is clear and coherent. Each argument is convincing and uses evidence from the readings or outside sources to support positions. Consenting is engaging and communicates complex topics in a way that the general public can understand. There is good quality of films/sound/photos/illustrations, and it is clear that thought and effort have been put into this final product.	5
Total		20

Assignment 5:

Policy Analysis, Part 3: Policy Brief: 30 points

**can be group or individual assignment – tell me by 3/9/2021

DUE 14:00 or 2:00pm, Week 10, March 30, 2021

This assignment is to continue to explore a health policy topic incorporating various perspectives and using this information to convey recommendations for next steps. The policy brief is a written document that describes the issue the policy attempts to address, background related to the issue, information that informs the issue (this may include current law, debate about the issue, data about the issue), policy options for addressing the issue, and your or your team's recommended policy solution. This assignment also requires a form of community engagement that involves identifying an organization/stakeholder already involved in addressing the policy problem you have been analyzing. This may include key informant interview or researching gray literature from an organization working on the policy to get a better understanding of current policy efforts.

Policy briefs should be created with the target audience being an “on the fence policy-maker.” Briefs should be no longer than 8 single-spaced pages (not including citations) and you or your team is highly encouraged to use a creative method of content delivery (graphs, tables, figures, and other visuals). Teams should ensure they have responded to all of the instructions below to present an attractive, professional document, with all sources cited as endnotes or footnotes. One paper will be submitted for the entire group if you choose to do this in a group.

Criteria	Exemplary Performance	Points
Executive Summary	One or two paragraph overview of the problem and the proposed policy action.	3

Statement/Scope of Issue/Problem	A succinct 2-3 sentences describing the health issue being addressed by this policy brief. This should convince the reader that action must be taken to address this issue and that the status quo is not enough.	5
Current effort or strategies description and community voice	Using an organization or other key stakeholder leading the change effort or key strategies that address the issue from Policy Analysis Part 2 – select either a key informant to interview or gray literature to cite. This component of the assignment should inform previous and current efforts being implemented to address the issue/change a policy.	2.5
Policy Alternatives	In addition to policy alternatives described by an organization or stakeholder, discuss other current approaches and proposed options. What are some of the arguments being offered by those in both opposition and support of alternatives? It should be unbiased and account for various positions and values that may influence the intended issue.	2.5
Policy Recommendation	Provide a description of your team's selected policy recommendation/solution and provide supporting evidence on why it's the most desirable.	5
Conclusion	Succinctly summarize the main points of your brief.	2
Clarity, Incorporation of Feedback & Presentation	The policy brief consistently uses precise and unambiguous wording. It's visually appealing, concise, and easy for the intended audience to read. It has clear and lucid sentence structure. It incorporates instructor and peer feedback from Policy Analysis Part 2. All references are of quality and properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors.	5
Total		30

Assignment 6

Policy Analysis, Part 4: Advocacy Application of Policy Brief: 15 points

**can be group or individual assignment – tell me by 4/6/2021

DUE 14:00 or 2:00pm, Week 13, April 20, 2021

This last part of the policy analysis assignment is focused on the application of putting theory into practice. You or your team will select one option below or please notify your instructor if you would like to choose a different/creative advocacy strategy for this assignment. Using the information and work you have completed thus far from Policy Analysis Parts 1, 2, and 3, you or your team will apply that knowledge to a form of advocacy practice that will be dependent upon your policy analysis topic area (organizational, local, state, federal, etc). The advocacy strategy you choose should be based upon what makes the most sense for your topic area and policy recommendation. For example, if you have been examining an organizational policy, a letter to a public official would not make sense for this assignment. You or your team may or may not

implement your advocacy strategy, however, you are encouraged to make it as realistic as possible.

Option A. Advocacy Letter Writing

Writing letters to public officials and organizations is a common form of political action for both clients and social workers. Clients telling their personal stories put a “face” on a problem. Social workers and other professionals attempt to influence policy by not only telling their client’s stories but also by adding “facts and figures” about the problem or issue.

Relevant Field Educational Agreement objective(s):

- I will identify and evaluate relevant social policies that impact service delivery and access to services relevant to my agency.
- I will utilize critical thinking skills to analyze and advocate for policies that promote human rights and social justice for all, and discuss regularly in supervision with my field instructor.

Prepare a letter to an elected official regarding your chosen policy issue. You are not required to actually send the letter; however it must demonstrate the appropriate format and content. In the letter, explain how you want the legislator to vote on the position and why. Your letter should include reference to the policy, facts and figures regarding the policy from reputable sources.

This letter should be no more than one page, single spaced. This resource may help guide you: <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-elected-officials/main> (Links to an external site.)

Attach a reference list of your resources in APA style. To be taken seriously, advocacy letters to the media and elected officials must be well-organized and written with excellent grammar and spelling.

Option B. Infographic

“Infographics have an emotional power because they can show you an idea — or a relationship, or how something works — very quickly. People respond to that. A persuasive infographic surprises the viewer. It moves them in some way and makes them want to keep looking at it or show it to other people (Ovans, 2014).” Review (Ovans, 2014) to further understand the importance and power of infographics: <https://hbr.org/2014/04/what-makes-the-best-infographics-so-convincing>

Relevant Field Educational Agreement objective(s):

- I will identify and evaluate relevant social policies that impact service delivery and access to services relevant to my agency.
- I will utilize critical thinking skills to analyze and advocate for policies that promote human rights and social justice for all, and discuss regularly in supervision with my field instructor.

For this assignment you will create a one-page infographic on a policy that you are interested in. Many students have used Canva in the past for this assignment; however, you can also use any software that you feel most comfortable using. You will not be graded per se on your graphic design skills but on your ability to convey the importance of your policy issue.

1. It is clear to the viewer what your policy analysis and change proposal is?
2. Does your infographic share important statistics or information that is relevant to your policy?
3. Would the viewer be able to interpret the importance of the issue at hand (i.e. is language persuasive and relates to social work values and ethics)?

Option C. Mock Testimony (organization, city, state, federal)

A succinct testimony provides information about the scope of the issue, existing policy, policy alternatives/current efforts (including key points from key informant interview).

1. Introduction: Who you are and why you are there to testify. Explain to people why they should pay attention.
2. Summarize policy main points: A succinct presentation of the policy's main points that provides information about the scope of the issue, existing policy, policy alternatives/current efforts (including key points from key informant interview).
3. Description of Policy Recommendations: Persuasively present your selected policy recommendation/solution and provide supporting evidence on why it's the most desirable.
4. Social Work Practice Implications: Using the NASW Code of Ethics, identify what social work values are embedded in this policy recommendation and what are the implications for social work practice.
5. Wrap Up: Succinctly summarize the main points of your presentation.
6. If opportunity is available, present at relevant entity

Option D. Create an Organizational Committee

Based on your analysis of the organizational policy, perhaps creating an internal committee could be an advocacy strategy that can be implemented to address any gaps or issues. Here are things to consider in developing a committee:

1. The scope of the committee: Are you going to focus on getting to the agency by car or bus or will you also include telehealth services? i.e., access to telephone or computer? Would it be best to include all or separate telehealth services from accessibility by car or bus?
2. The expectations of the committee: How many people? How often will you meet? Is this a volunteer committee or will you be asking individuals from the executive committee to participate?
3. Goals of the committee? Identify 1 or 2 goals
4. Deliverables of the committee: What information will you share with the broader agency?
5. Resources and budget of the committee: Do you need additional funds to run the committee or access to budgets or records?

6. Governance or human resources of the committee: Who is in charge? How will you vote? Who will you report to and how often? Is this an ad hoc committee or a permanent committee?

Option E. Create Your Own Advocacy Activity

**Must discuss with your instructor by 4/6/2021

Criteria	Exemplary Performance	Points
Introduction	Introduce yourselves and relevance as it relates to the topic area such as leading with a compelling quote, statement, story or other feature to set up the conversation. Explain why people should pay attention.	1
Synthesize Policy Brief Main Points	A succinct summarization of the policy brief that provides information about the scope of the issue, existing policy, policy alternatives/current efforts.	2
Description of Policy Recommendation	Persuasively discuss you/your team's selected policy recommendation/solution and provide supporting evidence on why it's the most desirable outcome.	4
Social Work Practice Implications	Using the NASW Code of Ethics, identify what social work values are embedded in this policy recommendation and what are the implications for social work practice.	2
Wrap Up	Succinctly summarize the main points in a conclusion with a concrete ask to your target stakeholder(s).	1
Clarity & Presentation	The storytelling is clear and coherent. Each argument is convincing and uses evidence from the readings or outside sources to support positions. Presentation of information is engaging and communicates complex topics in a way that the general public can understand. There is a good quality of formatting/films/sound/photos/illustrations, and it is clear that thought and effort have been put into this final product.	5
Total		15

3. Grading

It is important to keep in mind that ***you are not your grade!*** Students come to graduate school with a wide range of academic experiences and preparedness, as well as varying practice experience. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

Assessment Classification	Range	Grade	Grade Point
Excellent Work (above course expectations)	97-100	A+	4.3
	93-96	A	4.0
	90-92	A -	3.7
Good Work (meets course expectations)	87-89	B+	3.3
	83-86	B	3.0
	80-82	B-	2.7
Poor Work (meets minimal course expectations)	77-79	C +	2.3
	73-76	C	2.0
	70-72	C -	1.7
Failing Work	0-69	F	0.0

Excellent Work

Excellent work is work that is above course expectations. Students display excellent work (***beyond course expectations***) in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student's work.

Good Work

Good work is work that meets course expectations. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the "excellent" category.

Work Minimally Meets Course Expectations

Marginal work is work that meets minimal course expectations. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are evident in written and verbal work; and through work that lacks an integration of theory and practice.

Failing Work

Student demonstrates poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism, and poor or unethical demonstration of practice skills.

More information on MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#).

Winter 2021 Semester Note

This semester will continue to pose many challenges to our physical and emotional wellbeing. We are still living through a pandemic, have a shifting political environment leading to community mobilization and civic unrest, and our semester will be occurring through a tumultuous and contentious transfer of presidential power and the fallout thereafter. Considering

the stress and distress these factors will contribute to our daily lives throughout the semester, I encourage you to think about your capacity and strive for trying your best and not for perfection. Please communicate often with your instructor with any barriers or issues that come up throughout the semester so we can collaboratively support your success in this course.

4. Other Policies

Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. This is why we are conducting this course entirely remotely and online this semester. For additional information, I encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of

support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at [\(734\) 764-8312](tel:734-764-8312) and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at [\(734\) 764-8320](tel:734-764-8320) and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*