1. Course Statement

This policy skills course will help students develop an understanding of how to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice through the application of critical thinking skills. Content area will be drawn from current events (e.g., immigration, child welfare, health care debates), and students will learn how to critically analyze the policy implications, prerequisites for any informed, professional, and ethical policy advocacy. Students will develop strategies to engage in policy practice to effect change and advocate for clients. Finally, students will gain specialized knowledge and skills in a current policy area relevant to social work practice, which will also give students the ability to advocate for their clients, the profession, and the promotion of social justice.
a. Course description

This policy skills course will help students develop an understanding of how to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice through the application of critical thinking skills. Content area will be drawn from current events (e.g., immigration, child welfare, health care debates), and students will learn how to critically analyze the policy implications. Students will develop strategies to engage in policy practice to effect change and advocate for clients.

b. Course objectives and competencies

- Articulate framings of policy-related stories as social constructions (Essential 6, 28, 39; EPAS 1, 2, 5, 7).
- Locate policy resources (e.g. legislation, regulations, white papers) needed to understand a social welfare policy problem (Essential 14, EPAS 6).
- Analyze a social welfare policy issue in terms of contextual features (e.g., historical, political, legislative, ideological) while taking into account structural privileges and inequities (Essential 29, 30, 34, 35; EPAS 1, 2, 3, 5).
- Identify strategies for resolving a social welfare policy problem that advances human rights; social, economic, and/or environmental justice; and address power dynamics to ensure voices are included (Essential 6, 28, 39; EPAS 1, 2, 5, 7).
- Advocate for a specific solution to a social welfare policy problem in a way that acknowledges contextual and social equity issues surrounding the problem (Essential 44; EPAS 1, 5).

c. Course design

The course will utilize a combination of lectures, discussion, and in-class exercises.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, 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 vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

This course encourages students to develop critical thinking skills so that they can understand the ways in which various economic and political theories are used in the policy process and how those frameworks can promote social justice or can oppress individuals and groups (Critical Contextual Thinking; Critical Awareness). Students will use principles of social justice to examine current public policy debates and to interrogate various institutions and economic models (Critical Contextual Thinking; Critical Awareness; Conflict, Dialog, and Community). Using knowledge gained in the course, students will be able to identify points of interventions within existing institutions to promote socially just policies (Actions Toward Social Justice Vision).
2. Class Requirements

a. Text and class materials

The reading material for this course will take four forms. All of it will be available online and/or will be posted on Canvas:

- **Current Media** – news and educational sources of record as selected by the instructor. (E.g. print and electronic news sources such as the *New York Times*, *Wall Street Journal*, *Washington Post*; public television or radio shows such as the *NewsHour* and NPR programs such as *All Things Considered*, or *Morning Edition*; curated podcasts or youtube videos);

- **Non-governmental Organizations or Think Tank Websites** as selected by the instructor and relevant to the course topics (e.g. Center for Budget and Policy Priorities; Kaiser Family Foundation, Heritage Foundation; Human Rights Watch; Brookings Institution);

- **Governmental Departments, Agencies and Reports** as selected by the instructor and relevant to the course topic (such as federal and state legislative information, judicial sources, executive orders, state agency policy manuals); and

- **Selected readings posted on Canvas** (e.g social science articles; theoretical literature; policy briefs; policy documents).

Throughout the course students will be expected to follow current events related to social welfare policy issues which impact social work practitioners and their clients. The course may focus on a topical content area as defined by the instructor before the start of the semester (e.g. immigration, child welfare, climate change, natural disaster relief, water rights). Assigned readings will be selected by the instructor accordingly. Additional pertinent short readings or podcasts might be added over the semester. The instructor will give advance notice to students or bring these additional materials to class as news events unfold. Closed captioned media sources, audio versions, and other formats will be used with an eye toward inclusivity and accessibility of all students. However, students with any unique challenges should speak with the instructor as soon as possible to ensure adequate access to materials.

MSW Candidates are expected to complete all required readings and other assigned course work prior to class. Materials will be discussed/debriefed in class.
b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda Practicing Policy Skills</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Social Problem Construction: Competing Framings of Policy-Related Stories</td>
<td>Media Story, Canvas Reading, Other Sources as assigned</td>
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<tr>
<td>Wednesday, 1/12/2022 2:00pm-5:00pm</td>
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<tr>
<td>Session 2</td>
<td>Finding Policy: Locating, Identifying, and Reading Policy</td>
<td>Media Story, Canvas Reading, Other Sources as assigned</td>
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<tr>
<td>Wednesday, 1/19/2022 2:00pm-5:00pm</td>
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<tr>
<td>Session 3</td>
<td>Consuming Policy Stories: Deconstructing Arguments and Contextualizing Information</td>
<td>Media Story, Canvas Reading, Other Sources as assigned</td>
</tr>
<tr>
<td>Wednesday, 1/26/2022 2:00pm-5:00pm</td>
<td></td>
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<tr>
<td>Session 4</td>
<td>Identifying Advocacy Strategies: Making your Voices Heard</td>
<td>Media Story, Canvas Reading, Other Sources as assigned</td>
</tr>
<tr>
<td>Wednesday, 2/2/2022 2:00pm-5:00pm</td>
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<tr>
<td>Session 5</td>
<td>Synthesizing the Pieces: Policy Presentations</td>
<td>Prepare and Present Final Projects</td>
</tr>
<tr>
<td>Thursday, 2/16/2022 2:00pm-5:00pm</td>
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**Whenever possible, alerts and changes will be posted to canvas as soon as possible.**

c. Assignments

Final Project: Policy Performance
(Due Final Class Session 2/16/2022) 50 points = 50% of grade (Rubric on Canvas)
Master Assignment:

Policy Performance:

Producing a News Story, Podcast, or Public Educational Announcement

Students will work in small groups to ‘produce’ a news story, podcast, YouTube video or other research-based educational segment. These will not be opinion pieces or propaganda. Rather the final product must reflect careful research, critical engagement and thoughtful analysis of a current events topic. Students will “perform” (or “present”) their projects in the final class (5-8 minutes a piece); submit a written transcript of their segment, complete compendium of references and sources consulted and attest to the equal participation of each member of the group. In addition, each assignment must be submitted with an individual attestation from each student of their unique efforts toward producing the final project and how the project elements, as well as course content, relate to mastery of the course competencies. Students must demonstrate that they can:

- Contextualize the competing frames of a specific policy problem critical to social work practice;
- Critically assess the policy response using the skills developed in class;
- Synthesize material about this policy problem and response in an informative, factual, educational presentation;
- Identify a socially just policy response using critical analysis, ensuring all voices are heard; and
- Suggest a dissemination or advocacy strategy to gain support for suggested approach or solution.

d. Attendance and class participation (50 points = 50% of grade)

This is a one-credit, required, course. For this reason, attendance is mandatory at every class session unless other accommodations have been made with the instructor. Students are responsible for content information from missed classes.

Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us. Please refer to the Policy on Class Attendance for further clarification.

e. Grading

There are four basic requirements for this course. Each will be used in assessing the overall final grade. They are:

SW 649 (Shanks) Winter 2022
• Attending all five class sessions which include lectures and skill building;
• Reading all assignments and coming to class prepared;
• Participating in class discussions and activities in a substantive and meaningful way; and
• Participating in the final project, the Policy Performance Assignment (see master assignment), including final presentation, written product, and final submission.

Please review these policies in regard to grades. Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. You should expect to submit assignments no later than 11:59 pm on the due date in order to receive maximum points. It will be credit/no credit for all assignments.

This will be a (S) Satisfactory or (U) Unsatisfactory grade. Satisfactory will be 70 points or more and Unsatisfactory will be 69 points or less.

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<thead>
<tr>
<th>Grading:</th>
<th>Total:</th>
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<tbody>
<tr>
<td>Attendance and Participation (10 points/class)</td>
<td>50 points/50% of grade</td>
</tr>
<tr>
<td>Master Assignment</td>
<td>50 points/50% of grade</td>
</tr>
</tbody>
</table>

Course grading is on a pass or fail basis. However, mandatory attendance, the course expectations listed above, and the final project performance will be factored into the final assessment as specified by the instructor.

PLEASE NOTE:

Accommodations

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

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 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselor physically located in the School of Social SW 649 (Shanks) Winter 2022
Work, (Jamie Boschee) at (734) 763-7894 or by email at jboschee@umich.edu. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply.
with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also 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 and refrain from attending class and coming to campus if you are ill. 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.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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