SOCIAL WORK 469
Policy Advocacy Project

DUE DATE
The Friday of the 12th week of the semester.

LEARNING TASKS & GOALS
Consistent with the mission of this upper Midwest teaching university, and the Education Policy and Accreditation Standards (2008) of the Council on Social Work Education, the MSUM School of Social Work educates competent entry-level social work professionals with the core knowledge, values, and skills necessary to engage in ethical and empowerment-based generalist practice with all people in a dynamic and diverse society. Graduates are prepared to promote planned change and advance social and economic justice, and human rights, locally, nationally, and globally.

PREPARATION
To prepare, review Chapters 1-3 of your Jansson\textsuperscript{1} text (SW460). Here the author defines policy, policy practice, policy advocacy, and much more. Then, review our SW460 class web/resource pages, paying particular attention to the worksheets that guided your policy proposal development that semester. Once these resources are reviewed, identify a policy issue to either solve or plan to solve, either internal to your internship (ideal) or external in an entirely different context (also OK). For ideas please see Jansson (2008) pages 9-14.

PROCESSES
This project requires that you engage in requisite policy practice and advocacy behaviors learned in SW460 to formulate, and in some instances implement when possible, a policy advocacy project of your own creation. To demonstrate your proficiency in these behaviors, you must work independently on this project consulting only your field instructor and other stakeholders much like a professional undertaking such a project in her/his licensed praxis. Once you have identified a focus problem, formulate a brief\textsuperscript{2} yet critical evidence-based policy analysis\textsuperscript{3} to understand the nature, scope, and larger cultural/systems context of the problematic policy issue. Then, analyze stakeholders using Jansson’s strategy. Next, develop three policy options to solve the policy problem, then choose one and justify that choice using Jansson’s and NASW’s ethical rationale (including social and economic justice and human rights). After that, develop an advocacy plan to solve the problem\textsuperscript{4}, and as time allows, implement that advocacy strategy\textsuperscript{5}. Finally, reflect on your learning including a discussion of your policy advocacy strengths and weaknesses, and discussions with clients/colleagues/supervisors while developing this policy advocacy project. In every instance use the technical writing and critical analysis skills learned in prior WI courses. Also be sure to locate, analyze, synthesize, evaluate, and cite appropriately primary/secondary print and electronic source materials in APA format in this project.

FINAL REPORT
While completing this assignment, prepare a final report documenting your work. This assignment will be between 5-8 pages (in APA format), and must include the following sections (subheadings):

- **Standardized Grading Sheet**
  - The Problematic Policy Situation
  - Stakeholder Analysis
  - Three Policy Options
  - The Chosen Alternative
    - Overview of the policy proposal
    - The proposal’s ethical justification
  - Policy Advocacy Plan
    - Overview of the advocacy plan
    - Report on the plan implementation
  - Salient Ethical and Diversity Considerations
  - Self Reflection on Learning
  - Reference List

Grading of this project reflects the student’s ability to apply in an actual practice setting the policy practice advocacy skills learned in prior courses, then reflect critically on their experience. Thus, each of the above sections (n=8) will be evaluated using the criterion “application mastery”\textsuperscript{6} using the following scale:

- 5 = Section work shows exemplary mastery of baccalaureate-level policy practice skills and competencies
- 4 = Section work shows above average mastery of baccalaureate-level policy practice skills and competencies
- 3 = Section work shows average mastery of baccalaureate-level policy practice skills and competencies
- 2 = Section work shows below average mastery of baccalaureate-level policy practice skills and competencies
- 1 = Section work shows no mastery of baccalaureate-level policy practice skills and competencies

Given these possible scores (8 items; possible 5 points each), the project’s final score will be the sum of all section scores (≤ 40), and a passing score of “P” will be awarded to reports that received ≥ 28 points (C-: ≥70%).

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\textsuperscript{2} The policy analysis performed in this field assignment must reflect that learned from SW460 (Jansson; text is on reserve for SW460).

\textsuperscript{3} The policy advocacy strategy must reflect that learned from SW460 (Jansson, 2008; see also SW460 web/resource pages).

\textsuperscript{4} If implementation is impossible, state why, then discuss what you would anticipate as an advocacy outcome if it were possible (i.e., Any challenges? Success?).

\textsuperscript{5} Application mastery is defined as the student’s ability to independently apply policy analysis and advocacy skills and competencies.
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Standardized Grading Sheet
(For credit, this page must be attached to the first page of the report)

Student Name: _______________________________
Project Title: _______________________________
Term: Fall  Spring  (Please circle one)  Year: __________

Grading Rubric
1. The student describes the problematic policy situation ................................................ ______
2. The student analyzes relevant stakeholder .................................................................. ______
3. The student analyzes three policy options .................................................................... ______
4. The student describes the chosen alternative .............................................................. ______
5. The student discusses the ethical reasoning used to arrive at a policy choice ............. ______
6. The student outlines a realistic policy advocacy plan ................................................... ______
7. The student implements the policy advocacy plan or discusses why not ..................... ______
8. The student discusses salient ethical and diversity policy practice considerations....... ______
9. The student reflects on her/his policy practice (identifies strengths/weaknesses)....... ______

PROJECT'S FINAL RAW SCORE ................................................................................................ ______

P / No Credit
(Instructor will circle one)

Grading Criteria & Scale
5 = Section work shows exemplary mastery of baccalaureate-level policy practice skills and competencies
4 = Section work shows above average mastery of baccalaureate-level policy practice skills and competencies
3 = Section work shows average mastery of baccalaureate-level policy practice skills and competencies
2 = Section work shows below average mastery of baccalaureate-level policy practice skills and competencies
1 = Section work shows no mastery of baccalaureate-level policy practice skills and competencies

Given these possible scores (9 items; possible 5 points each), the project's final score will be the sum of all section scores (≤ 45), and a passing score of "P" will be awarded to reports that received ≥ 31 points (C-: ≥70%).