

LOMA LINDA UNIVERSITY
 DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY
 SOWK 684: Advanced Policy Projects
 Spring Quarter 2006-2007

Section:	Instructor:	Phone:	Units:	Date/Location
1	Wendy Hoopes, MSW	909-558-8559 whoopes@llu.edu	2	3/26, 6-8pm, GH 105 4/9. 6-8pm, GH 105 4/15-16: Sacramento 4/30: 6-8pm, TBA

COURSE CONTEXT AND DESCRIPTION

Advanced Policy Practice (SOWK 684) is established to provide the MSW student with an understanding of the legislative process and how a professional social worker can effectively influence the outcome of a specific bill. The primary course activities are participation in the NASW-California Legislative Lobby Days including related assignments to prepare for, and review this experience.

COURSE GOAL

To provide a forum and experience through which a student can learn how to effectively increase Social Work efficacy in influencing state-level policy and legislation.

COURSE OBJECTIVES

- To provide students with a basic understanding of the state-level legislative process.
- To formalize the students understanding of how to interpret and understand the impact of proposed legislation.
- To provide students with the knowledge and skills to influence state-level policy and legislation. This will involve identifying influential legislators, potential stakeholders and the social worker's potential coalition members.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

Primary teaching methods in this course will make use of student attendance at the Lobby Days event, and required assignments.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required provide background information related to the Lobby Days experience.

Required readings are located in the course supplements, or on-line at the specified web address.

Recommended Readings and Resources: Recommended readings and resources refer to the articles and websites materials that can be used to enhance the course experience, and student research.

Attendance Policy: Professional graduate education assumes that students attend all scheduled class sessions. Classes meetings begin at 10 minutes after the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences.

All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

COURSE ASSIGNMENTS

Course Attendance and Participation (50% of grade): Students are required to be on time for all appointments and to actively participate in all meetings, discussions and activities unless other arrangements have been made.

Quiz (10% of grade): Quiz will cover the content of the required readings and resources listed under the Week of April 9th class meeting. Students are expected to be familiar what information is offered on the websites listed under the required resources and the Course Resources at the end of the syllabus. They are not expected to know exact content of the websites.

Bill Presentation (20% of grade): *This will be an oral presentation, 3-6 minutes in length. Students will submit an outline of their presentation and the sample letter (see below) to the course instructor at the time of their presentation.*

1. The presentation will related to a Bill proposed to the California State Legislature (Senate Bill or Assembly Bill) during the current legislative session (2007-2008). The bill presented must be related to the practice of social work. Pick a social work related issue that is important to you or interests you and find a bill related to that topic.
2. The presentation of the Bill will include:
 - a. The issue the bill focuses on.
 - b. The positive consequences of the bill.
 - c. The negative consequences of the bill.
 - d. Stakeholders (individuals and groups) supporting and opposing the bill)
 - e. A brief introduction/description of your local assemblyman or senator (pick any of your local representatives from your home district)
http://www.legislature.ca.gov/legislators_and_districts/legislators/your_legislator.html
 - f. Hypothesize as to the position your representative would take on this bill, supported by information found about the legislator.
 - g. ***Sample letter*** to your legislator, regarding your position on the bill and your recommendation on how s/he should vote in committee and on the floor. Letter to be submitted to course instructor at time of presentation.

Legislative Testimony Hearings (20% of grade): Prior to the conclusion of Lobby Days, the class will be divided into legislative testimony teams. Testimony will be presented at a formal hearing to a committee of legislators on April 30, 2007 at Loma Linda.

Prior to the conclusion of the Lobby Days event, students will be assigned the bill that they will testify about and the position their testimony will address (support or opposition of the bill). Students will also be given profiles of each legislator that will be sitting on the committee they will be testifying to.

The teams will identify the salient points of the bill, its impact on social work practice, ethical and value implications, the Bill's financial impact on the micro, mezzo and macro level and the stakeholder's interests and benefits. The goal of the testimony hearings is to convince the committee of legislators of the merit of the respective positions. At the time of the testimony, each member of the team will have 5 minutes to present to the panel and is expected to provide an outline to the members of the legislative panel and the course instructor.

More details about the format and timing of these testimonies will be given during the class meetings.

GRADING

The course requirements add up to 100%. The Breakdown is as follows:

GRADING

Course Attendance and Participation	50%
Mini Quiz	10%
Bill presentation	20%
Legislative Testimony Hearings	20%

	point averages	
A	4.0	(93 - 100)
A-	3.7	(90 - 92)
B+	3.3	(86 - 89)
B	3.0	(83 - 85)
B-	2.7	(80 - 82)
C+	2.3	(77 - 81)
C	2.0	(75 - 76)
C-	1.7	(72 - 74)
D+	1.3	(66 - 71)
D	1.0	(60 - 65)
F	0.0	

*Faculty members may choose to incorporate a + or - 1% tolerance range in the above grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation. Faculty members also reserve the right to make adjustments in assignment weights so as to benefit the grade distribution for students.

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the LOMA Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to polices for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department’s Academic Standards Committee.

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

- Applicability: All Students (LLU Students in all schools/programs & Non-LLU Students)
- Purpose: To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.
- Scope: PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term “photograph” means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

Developed: 08/03/04. Last Revision Date: 09/16/04. Version 4. Corporate Compliance

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

List of Patient Identifiers	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOWK 684: Advanced Policy Projects
COURSE SCHEDULE:**

MONDAY MARCH 26: 6:00pm-8:00pm

AGENDA

1. Go over syllabus
2. Travel information, group itinerary
3. Lecture: legislative process and resources

WEEK OF APRIL 9: (2 HOURS MEETING)

AGENDA:

1. Student Bill Presentations given.
2. Mini Quiz

READINGS/RESOURCES (*REQUIRED*):

“Reading and Analyzing a Bill” from *Impacting the Legislative Process: A practical guide for public education representatives*. Nancy M. LaCasse, Director, Legislative Services, School Services of CA, Inc.

Lobby Days Background Materials

<http://www.naswca.org/Legislative/Lobby%20Days/06LobbyDays/LLDS%20background.htm>

Legislative Bill and Statute Information

To find a bill of a particular topic, you can search by keyword, or if you know the number of the bill, you can search by the number. www.leginfo.ca.gov

Information on the State Legislature: members, and committees:

www.legislature.ca.gov/

APRIL 14-16

AGENDA:

1. April 14: Check in to Radisson Hotel Sacramento, meet SOWK 684 group at the hotel, group will travel to downtown Sacramento for dinner.
2. April 15 and 16:

Sunday April 15 *

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|---------|---|
| 8:00am | Registration Check-in & Exhibits |
| 9:00am | Opening Remarks |
| 9:30am | Specific Bill Content - Understanding a bill's content is key to lobbying |
| 10:00am | Legislative Process - An overview of how bills become law |
| 10:30am | Keys to Advocacy - The important "do's and don'ts" of lobbying |
| 11:00am | Budget Process Seminar - Political factors that drive the budget process |
| 12:00pm | Lunch w/ Keynote Speaker (Lunch included with registration) |
| 1:00pm | Networking time |
| 1:45pm | Interactive Exercises / Preparing for legislative appointments |
| 3:30pm | Legislative Appointment Team meetings |
| 4:30pm | Sunday's Program ends |

Monday April 15 *

8:30-11:00 am Appointments with Legislators
11:00am Rally with Legislators on the North Steps of the Capitol
12:00pm Lunch on own
1:00-4:00pm Appointments with Legislators
Optional afternoon activities: Capitol tours, Legislative Floor Sessions & Committee Hearings
Drop off evaluations in Cafeteria (Capitol basement)
4:30pm Monday's Program ends

* Agenda subject to change

APRIL 30 – 6:00-8:00pm

Legislative Testimony Hearings

AGENDA

1. Legislators introduced to the teams giving testimony
 2. Legislative Testimonies given
 3. Legislators give feedback to the teams.
- *All MSW students will be invited to attend the legislative testimony hearings. Guests from outside the department are welcome to attend as well.*
 - *Food and drink will be served.*
 - *There is an outcome the committee needs to vote on.... In a real situation, the committee takes it under consideration, to vote, enact*

MAY 11: RESEARCH PAPER DUE by 2:00pm.

Email your papers directly to Wendy Hoopes: whoopes@llu.edu. Hard copies may be submitted as well.

Course Resources
Additional Information

Legislative Web Resources

NASW CALIFORNIA CHAPTER

www.naswca.org

LEGISLATIVE NEWS AND INFORMATION WEBSITES

www.statecapitoltoday.org/

www.capitolbasement.com/

www.rtumble.com – this is a particularly good source, not just legislative info.

www.aroundthecapitol.com

INFORMATION ON STATE AGENCIES

California State Portal

www.ca.gov

NASW'S LEGISLATIVE ACTION CENTER

www.capwiz.com/naswca

STATE BUDGET INFORMATION

California Budget Project

www.cbp.org

California Dept. of Finance

www.dof.ca.gov

HOW TO LOBBY

<http://www.marincil.org/legislaturehow2.htm>

<http://www.statepolicy.org/>

www.realchangenews.org/firstthingsfirst/advocate_toolkit.html

POLITICAL CAMPAIGN REPORTING

Secretary of State Political Reform Division

<http://www.ss.ca.gov/prd/prd.htm>

LEGISLATIVE AND POLICY ANALYSIS

CA Legislative Analyst's Office

www.lao.ca.gov

CA Little Hoover Commission

www.lhc.ca.gov

Public Policy Institute of CA

www.ppic.org

CA Welfare Information Clearing House

www.c-wic.org