Health Justice Policy  
Skills Charts & Grades  

You will be evaluated based on your performance in skills outlined in the following chart. You are expected to demonstrate mastery of these skills. We will further derive the components of each skill together at your pre-semester meeting. Once we have agreed to the components, you should refer to these charts to track your progress and to complete your pre-semester, mid-semester and final self-evaluations.

Your grade in the Health Justice Policy course will be based on a 3 credit system spread over three categories: legislative skills, advocacy skills and professional qualities. The total possible points are listed after each “Skills Chart” section below. Your final grade is determined based on the total number of points you have received. Additional discretionary points may be awarded to students who make exceptional contributions to the Health Justice Project.

Legislative Skills Chart  
1.5 credits

<table>
<thead>
<tr>
<th>Skills</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the Problem</td>
<td>• Understand the principle issue</td>
</tr>
<tr>
<td></td>
<td>• If representing a principal or client, fully understand what the principal or client thinks the issue is and why s/he thinks the issue is important</td>
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<tr>
<td></td>
<td>• Identify the health parameters of importance</td>
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<td></td>
<td>• Diagnose the community health problems and hazards</td>
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<td></td>
<td>• Accurately define the problem affecting health in a problem statement</td>
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<td></td>
<td>• Research, observe and understand the key contextual factors, including policy, process, political, and personality factors</td>
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<td></td>
<td>• Ask follow up questions for clarification</td>
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<tr>
<td>Research and Analyze the Issue</td>
<td>• Identify the relevant research and authorities, including legal text</td>
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<tr>
<td></td>
<td>• Find appropriate background information, supporting data and materials</td>
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<tr>
<td></td>
<td>• Correctly analyze the materials</td>
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<td></td>
<td>• Complete the research in a comprehensive, yet timely, fashion</td>
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<tr>
<td></td>
<td>• Keep your materials up to date, complete &amp; easily accessible to team members</td>
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<tr>
<td></td>
<td>• Be able to access your materials quickly to answer questions</td>
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<tr>
<td></td>
<td>• Offer an analysis of your research in light of the principle issue</td>
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</tbody>
</table>
| **Apply the Research & Develop Strategies to Address the Problem** | and policy objective of your client or principal  
- Consider types of policy that would be most effective  
- Assess stakeholder and leadership concerns and motivations  
- Develop compelling and sound policy arguments  
- Demonstrate ability to engage in strategies that complement and support public policy, including working with the media and community empowerment  
- Consult with other disciplines to learn about the issue from multiple perspectives  
- Identify deficiencies in the law and public policy and ways to correct them  
- Demonstrate understanding of advocacy strategies, including litigation, media, grassroots organizing, among others  
- Include assurances for implementation and evaluation of intervention  
- Suggest additional work product in light of your research |
|---|---|
| **Draft Materials** | - Write in a clear, simple, concise and persuasive manner  
- Provide a roadmap and topic sentences where appropriate  
- Know your audience and adjust your writing style accordingly  
- Demonstrate an ability to communicate the issue in multiple forums (letters to the editor, policy brief, presentation materials)  
- Self-edit, welcome outside edits, and follow up on feedback  
- Incorporate editorial comments into subsequent drafts |
| **Interdisciplinary Collaboration** | - Identify other disciplines that could contribute to the policy development  
- Demonstrate ability to work in collaboration with colleagues in your own and other disciplines  
- Engage other fields to advance your goals |
## Advocacy Skills Chart

1 credit

<table>
<thead>
<tr>
<th>Skills</th>
<th>Components</th>
</tr>
</thead>
</table>
| Effectively Communicate and Present Materials |  • Know your audience and cater to multiple forums and audiences  
   • Be well-versed in all relevant materials  
   • Be concise and precise  
   • Be persuasive and thoughtful  
   • Distribute/Create relevant, appropriate, and useful materials  
   • Be conscious of the organization of your presentation and plan accordingly |
| Participate in Pitch or Stakeholder Meeting |  • Draft a background memo  
   • Draft a “one-pager” of talking points that supports your advocacy effort  
   • Clearly explain the purpose of your meeting  
   • Communicate major points in the allotted timeframe  
   • Anticipate and address questions  
   • Listen to stakeholder’s reactions, tailor responses and counter arguments to meet their concerns  
   • Improve presentation based on feedback from the practice presentation |
| Participate in Colleague Meetings |  • Select and distribute relevant and useful materials prior to the meeting (such as, sample research or an agenda)  
   • Clearly explain the purpose of the meeting, the major points to be discussed, and the issue that needs to be decided  
   • Be receptive to feedback/ideas and answer participant’s questions  
   • Demonstrate ability to lead and engage in a meaningful discussion on your issue  
   • Effectively and actively engage in the discussions led by fellow students |
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| Dependability & Timeliness   | • Attend meetings and arrive on time  
• Keep your supervisor informed of your whereabouts (including if you are going to miss a meeting)  
• Promptly return phone calls and respond to emails from supervisors and collaborators  
• Submit work product on time and in a complete manner |
| Self-sufficiency & Helpfulness | • Ask for help when it is necessary and appropriate, but not when it is a question that could be easily answered by reviewing the course materials or doing some research  
• Be proficient in using clinic office equipment and technology (e.g., telephone, computer, fax, copier, and video recorders)  
• Answer the telephone when appropriate  
• Assist with logistics for meetings |
| Effective Professional Collaboration | • Foresee upcoming demands on your time and coordinate work product with your supervisor  
• Maintain flexibility in your schedule to accommodate unexpected meetings, presentations, hearings, and other events related to your project  
• Divide work in a fair and efficient manner, and successfully work with other students on joint projects  
• Identify problems as they develop and take affirmative steps to address them with Clinic faculty |
| Professional Development, Evaluation and Reflection | • Articulate personal goals for the semester and implement strategies to meet those goals  
• Engage in self-reflection, recognizing both your strengths and those areas in which you need to improve  
• Submit thoughtful reflections and journal entries |
| Professional Responsibility | • Understand, reflect upon, and abide by the rules of professional responsibility  
• Identify potential ethical issues and address them in collaboration with supervisors |
Health Justice Policy  
Mid-Semester & Final Evaluation

Student:____________________  
Date:____________________

At mid-semester and end of the semester, students engage in a self-evaluation process. They then discuss these self-evaluations with their supervising attorney and the Clinic Director during an interim and final evaluation.

To complete your self-evaluation, you need to use the Health Justice Policy Skills Charts from the Clinic Manual: Legislative Skills Chart, Advocacy Skills Chart and Professional Qualities Skills Chart

Use the self-evaluation form on the following page. You will need to email this form to your Supervisor and Director 48 hours before your final evaluations, as well as bring a hard copy to the evaluation session. **Also bring hard copies of the three skills charts to your evaluation for your reference.**

At mid-semester, make a list of everything you have done in the clinic to date. At end of semester, complete your Semester Overview Memorandum (This is when you will appreciate your timesheets and your up-to-date files.)

Based on your work, consider how you have performed on each of the skills to date. Based on that consideration, give yourself a rating for each skill. (We have provided a 5 point scale for each skill.)

Then, identify particular strengths within each skill, as well as areas in which you believe you need to improve. Note specific examples of work that you have performed that demonstrate either your use of those skills or your desire for improvement. (Each section should be 5-10 sentences in length.) Self-evaluations that do not include specific examples will be returned to the student.

At the end of the semester, think about what your goals are for yourself in your career and how you will continue to improve to meet those goals as an attorney.

Also take a moment to think about your Clinic experience overall. This is your opportunity to provide the Clinic Director and your supervising attorney with general constructive critiques and suggestions.

You should be prepared to lead the Mid-Semester and Final-Semester Evaluations.
**FINAL SELF-EVALUATION FORM**

[Please fill in this form on your computer, and submit it via email.]

<table>
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<tr>
<th>Substantive Skills /25</th>
<th>Explanations &amp; Examples</th>
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<tbody>
<tr>
<td>Dependability &amp; Timeliness</td>
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/ 5

Self-sufficiency, Initiative & Helpfulness / 5

Effective Professional Collaboration / 5

Professional Development, Evaluation and Reflection / 5

Professional Responsibility / 5

Areas I would like to improve on during the remainder of the semester (at mid-term) or throughout my career (at end of semester):

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________

Opportunities I would like to have during the remainder of the semester (at mid-term):

The class or experience I enjoyed the most and the reason why:

The class or experience I enjoyed the least and the reason why:

The class or experience I learned the most from and the reason why:

The class or experience I learned the least from and the reason why:

The moment or contribution during the semester of which I am proudest and the reason why:

Other comments and suggestions for the remainder of the semester (at mid-term) or subsequent semesters (at end of semester):