

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

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**Course/Unique Number:** SW 382R / U# 63410

**Office Number:** SSW 3.130K

**Semester:** Spring 2013

**Office Phone:** 471-6266

**Meeting Time/Place:** Th 2:30-5:30 / SSW 2.118

**Office Hours:** Fri 3:00-4:30 & by appt  
TA: SSW 3.112, Thurs 8:30-10 & appt

**Instructor:** Yolanda C. Padilla, PhD, LMSW-AP, Professor, [ypadilla@utexas.edu](mailto:ypadilla@utexas.edu)

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**SOCIAL POLICY ANALYSIS AND SOCIAL PROBLEMS (MSSW)**

**I. Course Description**

This course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system with a focus on the disproportionate social, economic and political problems of vulnerable populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development (for example, the New Deal, the War on Poverty, urban renewal, the contemporary period of welfare reform).

**II. Course Objectives**

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

1. Understand the dominant historical themes that have shaped social welfare policy in the United States; **(PB 25)**
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies; **(PB 25 and 26)**
3. Understand the relationship between the history of the social work profession and the development of social welfare policy; **(PB 25)**
4. Apply social work values to critically analyze social problems; **(PB 25)**
5. Gain knowledge and skills as a background for analyzing major policies that form the foundation of social welfare and analyze organizational, local, state, national and international issues in social welfare policy and social service delivery; **(PB 25)**
6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being; **(PB 25)**
7. Understand how social policies differentially affect diverse populations in American society; **(PB 25)**
8. Gain knowledge of the roles and responsibilities of social workers in the policy process, including advocacy, leadership, research, and community organizing, with the goal of

promoting and advocating for social and economic justice through both organizational and social change (**PB 26**).

### **Curricular Assessment**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PB25 Analyze, formulate, and advocate for policies that advance social well-being

Objectives 1, 2, 3, 4, 5, 6 and 7

Assignment: Policy Analysis Project, Essays

PB26 Collaborate with colleagues and clients for effective policy action

Objectives 2 and 8

Assignment: Policy Analysis Project, Essays

### **III. Overview of the Course and Teaching Methods**

This foundation course will provide background knowledge, skills, and values relevant to policy practice in direct practice settings as well as for assuming positions of leadership and influence as advocates, policy planners, administrators, lobbyists and expert advisers to policy-makers. The focus will be on learning frameworks for understanding, analyzing, and applying policy information. The class will be conducted using a seminar format and will be based on a collaborative learning model. Participation is an essential component of the learning experience in this course. Students are expected to be prepared to actively participate in the discussions and activities of the classes by having read all assigned readings and completed assigned worksheets, essays, and other assignments. It will also include lecture, work in small groups, and exercises.

### **IV. Required Readings**

#### ***Text and Other***

*Social Policy for Effective Practice: A Strengths Approach* (2<sup>nd</sup> Ed.), by Rosemary K. Chapin (New York: Routledge Publishers, 2011).

*From Emotions to Advocacy: The Special Education Survival Guide* (2<sup>nd</sup> Ed.), by Pam Wright and Pete Wright (Hartford, VA: Harbor House Law Press, 2006). [Discounted copies online.]

*Guide to Texas Legislative Information* by the Research Division of the Texas Legislative Council. Available online at <http://www.capitol.state.tx.us/> (click on "How A Bill Becomes a Law" under Legislative Process)

***IN FOCUS: Readings providing a social context for US social welfare policy***  
(Available on Blackboard)

- Addams, (1981). J. Foreword and Chapter X, Pioneer Labor Legislation in Illinois, in *Twenty Years at Hull-House*. New York: Penguin Group. (Originally published in 1910.)
- Blau, J. & Abramavotiz, M. (2010). Chapter 7, Social Welfare History in the United States, in *Dynamics of Social Welfare Policy*. Oxford University Press.
- Chambers, C. A. (1963). Social Service and Social Reform: A Historical Essay. *Social Service Review*, 37 (1), 76-90.
- Califano, Jr., J. A. (2008). Seeing is Believing: The Enduring Legacy of Lyndon Johnson. Washington, DC: Kaiser Family Foundation.
- DiNitto, D. M. (2011). The Politics of Policy Analysis (pp. 36-39) in *Social Welfare: Politics and Public Policy* (7th ed.). Boston: Pearson.
- Edelman, M. (Nov./Dec. 2006). Losing the Children, Early and Often. *The Crisis*, 16-19.
- Green, R., & Knee, R. I. (1996). Shaping the Policy Practice Agenda of Social Work in the Field of Aging. *Social Work*, 41(5), 553-560.
- Leighninger, L. (2005): Social Workers in the Era of *Brown v. Board of Education*. *Journal of Progressive Human Services*, 16 (1), 81-91
- Lens, V. Advocacy and Argumentation in the Public Arena: A Guide to Social Workers. (2005). *Social Work*, 50(3), 231-238.
- Lopez-Class, M. & Jurkowski, J. (2010): The Limits of Self-Management: Community and Health Care System Barriers Among Latinos With Diabetes. *Journal of Human Behavior in the Social Environment*, 20 (6): 808-826.
- McInnis-Dittrich, K. (1994). Chapter 7, Policy Evaluation, Research, and Analysis. In *Integrating Social Welfare Policy & Social Work Practice*. Belmont, CA: Wadsworth.
- National Association of Social Workers. (2009). Turning Priorities Into Action: How The Social Work Profession Will Help (Transition Document to the Obama Administration). Washington, DC.
- National Association of Social Workers. (2011). The Medical Home Model: What Is It And How Do Social Workers Fit In? *Policy Practice*, 10.

## V. Course Requirements

Essays/Worksheets (total of 7, 5% each) and active participation in class 35 %

*Essays/worksheets must be submitted in type-written, in hard copy; no lates accepted. To allow for emergencies/absences you will be allowed to submit up to 2 essays late (no later than one week past the due date).*

Legislative Analysis and Action Project 65 %

*All parts of the project will add up to a cumulative assessment of the project. Timely submission of interim work will be counted toward the project grade.*

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TOTAL 100 %

### A. Essays/Worksheets on Assigned Readings [3+ pages, single-spaced, 12 pt. font, 1” margins]

Students will prepare five essays and two worksheets. The purpose of the essays is for students to write an in-depth reflection on the assigned readings and be fully prepared to discuss their thoughts in class. The essays should reflect a comprehensive read (and mastery) of the readings and be very thorough. Start by briefly summarizing the main points in the readings. Critically reflect on what the readings teach you about policy analysis and imagine what the material means to you as a future social worker. Note your observations about what you read: let yourself be inspired, raise vital questions, tie ideas creatively, identify themes, analyze ideas, uncover unstated assumptions, draw on your experience, challenge your patterns of belief, introduce your voice/interpretations, consider implications, build analogies, draw conclusions. I expect the essays to be **insightful, carefully thought out, coherent, well-written. Superficial analyses will not be acceptable.** The two worksheets will be provided in class.

### B. Legislative Analysis and Action Project

Students will engage in a semester-long project in which they will conduct an in-depth analysis of a legislative bill (or two or more closely related bills) being considered in the current session of the Texas legislature. The **objectives** of the legislative analysis and action project are to (a) provide an opportunity to learn more about the legislative process and an important contemporary legislative issue of interest to the student, (b) develop skills in policy analysis, writing, and presenting that are critical to the profession of social work, and (c) learn more about different roles that social workers and others play in the policy process. The assignment will have two main parts:

- (1) A 6-7 page single-spaced policy brief (not including references), Appendices A & B.
- (2) A brief (7- to 10-minute) class presentation in the form of legislative testimony, plus an informal 10-minute discussion with the class on what you learned from project.

The project will entail (a) conducting interviews with concerned individuals/organizations, (b) attending meetings of concerned organizations, including scheduled lobby days and hearings at the capitol, and (c) researching scholarly literature, news sources, and reports produced by

concerned organizations. Please work in groups of two (but if you prefer, working alone will be acceptable). Students working in groups will submit only one joint policy brief and testimony.

**Due dates**

February 7	<input type="checkbox"/> Appendix A, "Plan for Legislative Analysis and Action Project"
2 weeks prior to presentation	<input type="checkbox"/> Drafts of policy brief and legislative testimony (subject to <b>10 pts late penalty</b> ) <input type="checkbox"/> Conduct 3 interviews and attend 1 legislative meeting/lobby day*
March 5	<input type="checkbox"/> Appendix B, "Report of Legislative Analysis and Action Project"—Progress*
To be scheduled	<input type="checkbox"/> Legislative testimony presentation <input type="checkbox"/> Discussion on what you learned*
May 2	<input type="checkbox"/> Final drafts of policy brief and legislative testimony <input type="checkbox"/> First drafts with my comments ( <b>10-point penalty</b> if not submitted) <input type="checkbox"/> Appendix B, "Report of Legislative Analysis and Action Project"—Final*

\* Individual assignment; all others, one per group.

**Background work**

See **Resources for Legislative Analysis** (including the *Guide to Texas Legislative Information*) on Bb for information for conducting the legislative project. Begin by working on the following:

Select one bill or two or more closely related bills on a social welfare topic of major concern during the current (83<sup>rd</sup>) session of the Texas legislature, which began on January 8, 2013 (e.g., health care reform such as changes to Medicaid; school choice/vouchers; aspects of the budget such as public education or health care funding). Students may meet with the instructor to discuss topics and plans for the project.

Identify particular legislators, organizations, groups, and committees that are working to pass, amend, or defeat the bill. You are encouraged to work with interested groups, and at a minimum, you must conduct **three interviews** with an interested organization/group or legislator/legislative aide, AND **attend one** legislative committee meeting/hearing or one organizational event, such as a meeting, rally, or lobby day event. Many advocacy organizations schedule a **lobby day** to bring attention to their policy concerns, and I strongly encourage you to attend.

Investigate the legislative history of the issue; become familiar with the bill and related proposals/bills to introduce new legislation or modify previously introduced legislation or current policy; seek the opinions of those with various views on the issue, and determine which groups and individuals (such as legislators, professional groups, citizen advocacy groups) are supportive of, opposed to, or neutral on the issue and why.

*Approach this project as if you were working as a staff member of a legislative committee, an aide for a state legislator, a policy analyst for a governmental or private social welfare agency or other organization concerned about social welfare policy such as a think tank, a membership organization like the National Association of Social Workers, or an advocacy group such as a human services coalition. Prepare the policy brief to thoroughly familiarize your "employer" or others, such as an organization's constituents, about the issue and the bill(s) and help them decide what modifications/improvements to the bill, if any, are needed and why.*

## Part 1: Policy brief

The 6-7-page policy brief should be organized in a manner that is relevant to the bill(s) you have chosen and written in the third person. Guidelines on how to write a policy brief and examples of briefs are included on Bb (See Resources). The brief should be single-spaced and be creatively formatted to include relevant graphs, tables, text boxes, etc. Below are broad topics and points you should cover in your brief to the extent they are important to the bill(s) you selected:

- a. A brief introduction to the bill(s) stating its/their importance (positive or negative) for social welfare policy in Texas or the nation. The introduction should also include a brief statement of the purpose of the brief (what you intend to accomplish in it or what you want the reader to learn from it).
- b. A description of the problem/issue that necessitated or preceded the bill(s). What is the nature of the problem? How widespread is it? How many people are affected? Who (everyone? the poor? particular age groups?) is affected and how? What are the problem's known or suspected causes? How will the bill(s) address the problem?
- c. The historical background of the bill(s), including historical antecedents. How much attention has this problem/issue received historically? How has the problem/issue been handled previously? How has the policy response changed over time? What is the bill(s) or existing policy's legislative history? What recent events led to the bill(s) being introduced? What are other state, federal, nations', or international policies regarding the problem/issue?
- d. A thorough description of the bill(s). How will the bill(s) work if it/they become law? What resources or opportunities is the policy expected to provide (e.g., economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, preventive services, education, other)? Who will be covered by the policy and how (e.g., selective entitlement, universal entitlement, means testing, other)? How will the policy be implemented? What are the policy's intended short- and long-term goals and intended outcomes? Under what administrative auspices will the policy be further developed and implemented? What funding is needed? What provisions are made for overseeing, evaluating, and coordinating policy implementation? What criteria will be used to determine the policy's outcomes and effectiveness? How long is the policy expected to exist (i.e., is there a specific requirement for review and continuation)?
- e. Identification of individuals and groups concerned about the policy issue and their positions on the bill(s). Interview concerned individuals and groups (e.g., elected officials, legislative assistants, members of citizens' or advocacy groups, human service providers, consumer group members) and attend meetings of organizations, agencies, and committees where the issue is discussed. Incorporate information gleaned from these activities in the analysis section of your brief (see point f below) and cite them correctly in the reference section. Do not simply list the individuals and groups concerned and their positions.
- f. An analysis of the policy. The points covered in **items f, g, and h make up the main components of the classic policy analysis model and are the heart of the policy brief**

These sections should comprise at least half of the paper. Address issues such as the value premises or ideological assumptions that underlie the policy. On what knowledge base or scientific grounding, if any, does the policy rest? Is there empirical evidence that the policy may achieve its intended result? Are the goals just, democratic, and attainable? Do they contribute to a better quality of life for the target population by promoting social and economic justice, self-determination, self-realization, civil liberties or rights, empowerment, or other benefits, or do they adversely affect the quality of life of the target or other groups?

- g. Your conclusions. Based on your objective analysis, what conclusions have you reached about the bill(s) (proposed policy)? Are the goals politically feasible--i.e., is there sufficient support to pass the proposed legislation or to sustain its implementation? Is public sentiment favorable toward the goals? Are the goals of the proposed policy economically feasible—i.e., is sufficient funding available to implement the policy and is it likely that funding will be continued as needed in the future? Are the goals administratively feasible—i.e., are there responsible administrative agencies capable of effectively implementing the policy to achieve its stated goals? Might alternative policies better achieve the goals? Is the policy important enough to justify the expenditure of scarce resources?
- h. Your recommendations. What are your recommendations regarding the proposed policy? Do you recommend it as it is currently stated? Would you suggest modifications? How would you improve it?
- i. At least 15 scholarly references, including up to 5 reports created by concerned organizations (e.g., needs assessment reports), and three interviews correctly cited in APA format. Include both theoretical and empirical scholarly references and be careful about dubious sources of information (e.g., unsubstantiated references from unknown sources on the Internet). You may ALSO include references from the popular literature (newspapers, magazines) but these do not substitute for the minimum of 15 scholarly references.

*The policy brief should provide a **balanced, unbiased, critical evaluation of the bill(s), presenting accurately and fairly empirical evidence as well as proponents and opponents' positions. No matter how strongly you feel about the policy issue(s) and bill(s), you are presenting an objective analysis to help others make decisions.***

## **Part 2: Legislative testimony presentation and discussion on what you learned**

- (1) A 7- to 10-minute professional presentation to the class in the form of mock legislative testimony. Instructions for developing and presenting legislative testimony is provided on Bb. Take a couple minutes to set the stage by explaining the bill and its current status in the legislature (e.g., tabled, in committee, passed); then use the remaining time to present your testimony. To reinforce the points you make, use a handout such as a written version of your testimony or a talking points sheet (which can include graphic data). Dress professionally.
- (2) Informal 10-minute discussion/conversation: Share what you learned from the project with the class: tell us about the meetings you attended/interviews you conducted, your observations and reactions to the process, and how you see it informing your future social

work career. Please be thorough and give specific examples (come prepared with notes). Think critically about what you learned (see section V.A of this syllabus).

***Evaluation criteria***

Completeness and thoroughness. How fully has the topic or issue been addressed? Has the topic or issue been sufficiently researched using scholarly and other resources, interviews, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the project? Does the work leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the work been carefully proofread? Did each student conduct at least 3 interviews and attend at least 1 meeting to provide background for the project?

Organization and clarity. Is the policy brief and testimony document well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have descriptive headings and subheadings been used to improve organization of the policy brief? Are issues addressed in a way that someone unfamiliar with them can understand as well as someone knowledgeable about them? Are talking points handouts presented appropriately for that medium (e.g., bullets used, writing is succinct, etc)?

Referencing. Are there a sufficient number (at least 15) of appropriate references? Has referencing been done according to American Psychological Association (APA) or other appropriate referencing style? Are the references well integrated in the text? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers or paragraph numbers for non-paginated electronic sources indicated for all direct quotations? Are indirect quotes paraphrased sufficiently?

Originality and Creativity. Does the work demonstrate a thorough understanding of the issues, varying viewpoints that have been compared and contrasted, and political considerations that will likely influence the legislation? Does the work demonstrate that the writer’s or writers’ analytical skills have been used in a way that suggests more than a restatement of what others have said about this issue, and have points been suggested that others have not addressed? Is the work written and formatted in a way that will gain the intended audiences’ interest and attention?

**Grading Scale** (basis of grade for each course assignment and the final course grade)

100 - 94 = A Work exceptional on all criteria	76 - 74 = C Work has major gaps
93 - 90 = A-	73 - 70 = C- (constitutes a failing grade at UT)
89 - 87 = B+ Work good/very good on all criteria	69 - 67 = D+
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+ Work adequate on most criteria	59 & below = F

## VI. Course Schedule

Note: See Section V for due dates for the Legislative Analysis and Action Project.

Date	Topic of class	Readings/work to be completed before class	Assignment due/ class activity
Jan 17	Overview of the Course		
Jan 24	<b>A Strengths Perspective ~</b> How do the social conditions that we live in influence our life chances?	Text, Chapter 1, Social Work and Social Policy: A Strengths Perspective  Lopez-Class et. al., The Limits of Self-Management: Community and Health Care System Barriers Among Latinos With Diabetes	<b>Film:</b> <i>Unnatural Causes... Is Inequality Making us Sick?</i>  ESSAY 1
<b>Jan 31</b>  2:30-5:15 Meet at LBJ Museum	<b>The Historical Context ~</b> The historical context of the US social welfare system	Blau and Abramovitz, Social Welfare History in the United States  Chambers, Social Service and Social Reform: A Historical Essay  Califano, Seeing is Believing: The Enduring Legacy of Lyndon Johnson	<b>Meet at Museum</b> <b>2:30 -5:15</b>  <b>MUSEUM TOUR:</b> LBJ Library and Museum. UT Campus, 2313 Red River
Feb 7	<b>The Historical Context ~</b> (continued)		Essay 2 (Integrate readings from Jan 1 <i>with</i> your observations from the museum visit)  Legislative Project Meetings
Feb 14		<b>Note:</b> These readings introduce two frameworks for <u>policy analysis</u> as background for the Legislative Project. No essay due this week.  Text, Chapter 5, Tools for Determining Need and Analyzing Social Policy  DiNitto, The Politics of Policy Analysis	Legislative Project Fieldwork and Consultations with Instructor

<b>Feb 21</b>	<b>Poverty and Social Assistance Programs ~</b> Universal and selective income support programs, nutrition programs, and housing subsidies	Text, Chapter 8, Income and Asset-Based Social Policies and Programs Jane Addams, Twenty Years at Hull-House, Foreword; Chapter X, Pioneer Labor Legislation in Illinois	Essay 3  <u>Film:</u> <i>Ending Welfare as We Know It</i> (Poverty in an era of welfare reform)
<b>Feb 28</b>	<b>Advocacy/Lobby Days at the Legislature</b>		Attend advocacy/lobby day on your bill OR <i>Social Work Advocacy Day</i> March 5, 8:30 am-2 pm Texas State Capitol <a href="http://www.naswtx.org">www.naswtx.org</a>
<b>Mar 7</b>	<b>Child Welfare and Juvenile Justice Policies and Programs ~</b> Child abuse prevention and treatment and prevention and control of juvenile delinquency	Text, Chapter 9, Policies and Programs for Children and Families Edelman, Losing the Children, Early and Often	Essay 4 Film: <i>Our Families, Our Future</i>
<b>Mar 14</b>	Spring Break		
<b>Mar 21</b>	<b>Claimsmaking</b>	Lens, Advocacy and Argumentation in the Public Arena: A Guide for Social Workers	Worksheet 1: Claimsmaking strategies
<b>Mar 28</b>	<b>Civil Rights Protections for Disenfranchised Groups ~</b> People with disabilities, racial/ethnic minorities, sexual minorities, women, and the elderly	Text, Chapter 7, Civil Rights Leighninger, Social Workers in the Era of <i>Brown v. Board of Education</i>	Essay 5
<b>Apr 4</b>	<b>Health and Mental Health Policies and Programs ~</b> Coverage for the employed, the poor, children, and persons with mental illness and developmental disabilities.	Text, Chapter 10, Health and Mental Health Policies and Programs National Association of Social Workers, The Medical Home Model: What Is It And How Do Social Workers Fit In?	<b>Legislative presentations</b>

<b>Apr 11</b>	<b>Policies Targeting Older Adults ~</b> Home and community-based services, health care, long-term care, retirement, income support.	Text, Chapter 11, Policies and Programs for Older Adults <i>IN FOCUS</i> reading: TBA	<b>Legislative presentations</b>
<b>Apr 18</b>	<b>Social work practice at the intersection of the client and policy: client advocacy</b>	Wright et. al., <i>From Emotions to Advocacy</i> (client advocacy guidelines for students with disabilities)	<b>Legislative presentations</b> Worksheet 2: Client advocacy plan
<b>Apr 25</b>	<b>Social work practice at the intersection of the client and policy: client advocacy</b> (continued)		<b>Legislative presentations</b>
<b>May 2</b> Last day			<b>Legislative presentations</b> Course evaluations

## VII. Suggested Supplemental Resources

### Resources to learn more about social work practice

- Workshops and events to help students explore social work practice, UT School of Social Work DiNitto Center for Career Services: <http://www.utexas.edu/ssw/dccs/events/>.
- *National Association of Social Workers (NASW)-Texas Chapter*: <http://www.naswtx.org/>
- *The New Social Worker Online*, a free publication available at [wwwhttp://allgo.org/allgo/w.socialworker.com](http://www.allgo.org/allgo/w.socialworker.com)

### Resources on written and oral communication

- *Style: Lessons in Clarity and Grace*, 10<sup>th</sup> Ed., by Joseph M. Williams (Pearson/Longman/Allyn & Bacon, 2007).
- *What Every Student Should Know About Preparing Effective Oral Presentations*, by Martin R. Cox (Allyn & Bacon, 2010)

## VIII. Classroom and University Policies

### Classroom Policies

#### Penalty for Late Assignments

Assignment due dates are noted in the course calendar. **All** assignments are due at the start of the class period. Assignments turned in after the start of class will be considered late for that day unless **prior** arrangements have been made with the instructor.

#### Style Manual and Proper Credit

All written assignments should be typewritten in 12-point font with reasonable margins. The *Publication Manual of the American Psychological Association* (APA) is the style manual to be used unless another referencing style is more appropriate for the assignment. Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due to credit to others will result in a **“0” for the assignment and/or an “F” for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such (see item 5 below). If you do not know how to cite appropriately, please learn before you submit any assignments.**

**Course modifications:** Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.

### **Use of Blackboard in Class**

This course uses Blackboard, a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and other course-related work. You will be responsible for checking the Blackboard course site regularly for class work and announcements. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

### **Classroom Etiquette**

Punctuality and attentiveness while others are speaking are expected. Cell phones must be put away during class and computers turned off (except when used as part of assigned in-class activities). Students who use gizmos for non-class related activities will be marked absent and asked to leave for the remainder of that class.

## University Notices and Policies

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Professional Conduct in Class**

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**Appendix A: Plan for Legislative Analysis and Action Project**  
*(To be submitted by the group, or individual if working alone.)*

**Your name(s):**

1.

2.

**Topic of interest:**

**Number, brief title, and two to three sentence description of bill(s) you will track and analyze:**

**Name of at least one organization working on issues related to the bill or which has the bill on their legislative agenda:**

- Progress report
- Final report

**Appendix B: Report of Legislative Analysis and Action Project**  
*(To be submitted by each student. If working in pairs, staple both forms together.)*

**Your name:**

**Your team member's name (if any):**

**Number and brief title of bill(s) you tracked:**

**Interviews you conducted and meetings/other events you attended**

<b>Interviews</b>
Name, title, and organizational affiliation of person interviewed
1.
2.
3.

<b>Meetings or other events, including legislative committee hearing, lobby day (etc.), attended*</b>
Brief description
1.
2.

\* NASW/Texas Lobby Day does not count here unless you are doing a bill on their legislative agenda.

**Your contributions to the project, including written products and other information you wish to provide about your work (continue on back if needed):**