

# THE UNIVERSITY OF TEXAS AT AUSTIN

## STEVE HICKS SCHOOL OF SOCIAL WORK

<b>Course Number:</b>	SW 382R	<b>Instructor:</b>	Stacey Jordan, MSW
<b>Unique Number:</b>	59020	<b>Email:</b>	<a href="mailto:Stacey.Jordan@ausin.utexas.edu">Stacey.Jordan@ausin.utexas.edu</a>
<b>Semester:</b>	Spring 2020	<b>Office:</b>	SSW 3.104A
<b>Meeting</b>	Wednesday	<b>Office Hours:</b>	Tue 11:00 - 12:00
<b>Time/Place:</b>	2:30 – 5:30		Wed 12:30 - 2:30
			Other time by appointment

### Social Policy Analysis and Social Problems

#### I. STANDARDIZED COURSE DESCRIPTION

Standardized 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.

#### II. STANDARDIZED COURSE OBJECTIVES

Standardized 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;
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies;
3. Understand the relationship between the history of the social work profession and the development of social welfare policy;
4. Apply social work values to critically analyze social problems;
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;
6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being;
7. Understand how social policies differentially affect diverse populations in American society;
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.

## **EPAS Competencies**

The Steve Hicks 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, the UT SHSSW engaged in ongoing curriculum assessment to demonstrate compliance with CSWE's Educational Policies and Accreditation Standards (EPAS).

**Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes** to assess the following competencies:

### **Competency 5: Engage in Policy Practice**

Outcome 5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Outcome 5.2: Assess how social welfare and economic policies impact the delivery of and access to social services

Outcome 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

## **III. TEACHING METHODS**

To maximize learning opportunities for all class members, various teaching methods will be used including interactive lectures (students are encouraged to ask questions and make comments); involvement in policy processes (e.g., observing legislative committee hearings); participation in conferences/trainings (e.g., sponsored by advocacy organizations and policy think tanks); films, video clips, and other media; guest presentations; class discussion of readings; in-class exercises; student presentations; and attending policy-related lectures when available (e.g., sponsored by the Steve Hicks School of Social Work). As professional advocates, social workers must be able to articulate ideas clearly and persuasively in the quest for social, economic, environmental, and other forms of justice for all. Therefore, students are encouraged to actively engage in class sessions and other opportunities to learn about social welfare policy and policy practice.

## **REQUIRED TEXT AND MATERIALS**

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, The New Press, 2012

Jansson, B.S. (2019). *Social welfare policy and advocacy: advancing social justice through eight policy sectors*. Thousand Oaks: SAGE Publications, Inc.

Stevenson, B. (2019). *Just mercy: a story of justice and redemption*. New York: Spiegel & Grau.

## **Other readings**

Other readings may be assigned throughout the semester, and you will be selecting readings specific to your course project and short policy assignments, including readings that reflect the interests of diverse populations.

#### IV. COURSE REQUIREMENTS

Students will be evaluated on (a) a series of six short policy assignments, and (b) several components of a legislative analysis and action project.

##### A. Short Policy Assignments

Students are expected to complete five from a list of six short policy assignments. These short assignments are intended to complement the course readings and other aspects of course content, enhance class discussions, and increase learning about social welfare policies and programs, especially as they relate to increasing social, economic, environmental, and other aspects of justice for the diverse members of society. **Grades for these papers will be averaged and worth a total of 50% of the final grade. See Appendix B for a description of these assignments instructions.**

##### B. Policy Analysis and Action Project

The policy analysis and action project is designed to provide opportunities to learn more about the legislative process and an important, current policy issue of interest to the student; develop skills in policy analysis, writing, and presenting that are critical to the social work profession; and learn more about the roles social workers and others play in the policy process to increase social, economic, environmental, or other forms of justice. **As part of the project, each student will develop (1) a talking points handout and infographic OR a short policy brief, and (2) a class presentation in the form of legislative testimony that together are worth 30% of the final grade, and (3) an editorial and letter to the editor worth 20% of the final grade.** You can do the talking points handout and infographic OR the short policy brief with a classmate, but the editorial and letter to the editor should be done alone. **Appendix C contains a description of the project; Appendix D contains a form for writing up your plan for the policy analysis and action project; and Appendix E contains a form that should be turned in with your final project work.**

#### V. GRADES

Grades for the short policy assignments, components of the policy analysis and action project, and the final course grade will be based on the following scale:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+

64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VI. CLASS POLICIES

1. **Instructor Contact:** If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please email me at Stacey.Jordan@austin.utexas.edu or come to my office hours. I check my e-mail regularly and will respond as quickly as possible.
2. **Professional conduct:** Your attendance, attention, and participation are expected for all class sessions (**see Appendix A for reporting your attendance at the end of the term**). Attendance includes arriving on time and remaining for the entire class session. Attention includes turning off cell phone ringers and refraining from text messaging and other non-class activities. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged while remembering that respectful communication is also critical to the learning environment. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment during class and while working with agencies, organizations, and other entities on assignments for this course.
3. **Submitting assignments:** (a) Written assignments should generally be type written in 12-point font with reasonable margins; however, the format may be different for certain assignments such as policy briefs, fact sheets, and talking point handouts described later in the syllabus; (b) 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. Except in the case of serious illness or emergency, **five points** will be deducted for each day an assignment is late (weekend days included); (c) 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 (usually of 5 or more words but 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 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 (also see items on scholastic dishonesty below and in section VI). If you do not know how to cite appropriately, please learn before you submit any assignments.**
4. **Scholastic dishonesty:** Scholastic dishonesty in any of its forms may result in a report to the Assistant Dean for Master’s Programs, Senior Associate Dean for Academic Affairs, and/or Dean of the Steve Hicks School of Social Work School of Social Work, the Dean of the Graduate School, and the Office of the Dean of Students (Student Conduct and Academic Integrity). Students may receive an “F” for the course and other sanctions in accordance with UT Austin policies, including dismissal from the university. Also see

information on academic integrity and scholastic dishonesty at <http://deanofstudents.utexas.edu/conduct/>.

5. **Course modifications:** Course modifications may need to be made for various reasons such as weather that may result in cancelled classes. In addition, many policy-related events such as conferences and presentations will be taking place on campus and in the Austin areas, and others may be accessible via social media. We may want to take advantage of some of them, and this may also require modifying the course schedule. Should any modifications be made to the course schedule related to activities, content, assignments, etc., students will be notified in class and/or by e-mail. Other course communications may also be done via e-mail (also see UT's policy on e-mail below in section VI). Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.
6. **Scholastic dishonesty:** Scholastic dishonesty in any of its forms may result in a report to the Assistant Dean for Master's Programs, Senior Associate Dean for Academic Affairs, and/or Dean of the Steve Hicks School of Social Work School of Social Work, the Dean of the Graduate School, and the Office of the Dean of Students (Student Conduct and Academic Integrity). Students may receive an "F" for the course and other sanctions in accordance with UT Austin policies, including dismissal from the university. Also see information on academic integrity and scholastic dishonesty at <http://deanofstudents.utexas.edu/conduct/>.
7. **Canvas:** The Canvas website will be used for some class functions such as posting course documents and grades and sending e-mail.

## VIII. UNIVERSITY POLICIES

1. **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.
2. **Professional Conduct and Civility in the Classroom:** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

3. **Unanticipated Distress:** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.
4. **Policy on Social Media and Professional Communication:** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

5. **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 Student Conduct and Academic Integrity, Office of the Dean of Students: <https://deanofstudents.utexas.edu/conduct/>.
6. **Use of Course Materials:** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a

violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

7. **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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.
8. **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, examination, work assignment, or 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.
9. **Title IX Reporting:** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, and any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.
10. **Campus Carry Policy:** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.
11. **Classroom Confidentiality:** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.
12. **Use of Email 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 for keeping the university informed about a change of 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>.
13. **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.

14. **Behavior Concerns Advice Line (BCAL):** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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>.
15. **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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.



**IX. COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>
Class 1 Wednesday January 22, 2020	<p>Introductions of students and instructor</p> <p>Course overview</p> <ul style="list-style-type: none"> <li>• What is social welfare policy?</li> <li>• What is policy practice and what do policy practitioners do?</li> </ul> <p>Class exercise: <i>If you could change a policy</i></p>	<p>Jansson, B.S. (2019). <i>Social welfare policy and advocacy: advancing social justice through eight policy sectors</i>. Thousand Oaks: SAGE Publications, Inc.</p> <p>Introduction</p>	Use this week to start your policy analysis project
Class 2 Wednesday January 29, 2020	<p>Theories and language of welfare states</p> <p>Selecting a bill for your policy project and introduction to Texas Legislature Online (TLO)</p> <p>An overview of the Texas legislative session and how social workers get involved in policy practice: Guest speaker</p>	<p>Jansson, B.S. (2019). <i>Social welfare policy and advocacy: advancing social justice through eight policy sectors</i>. Thousand Oaks: SAGE Publications, Inc.</p> <p>Chapter 1: <i>Advancing Social Justice in Eight Policy Sectors</i></p> <p>Chapter 3: <i>Using a Policy Advocacy Framework</i></p>	Use this week to start your policy analysis project
Class 3 Wednesday February 5, 2020	<p>Engaging in Policy Advocacy</p> <p>Implementing and Assessing Micro Policy Strategy</p> <p>How do Social Workers assess and implement micro policy strategy?</p>	<p>Jansson, B.S. (2019). <i>Social welfare policy and advocacy: advancing social justice through eight policy sectors</i>. Thousand Oaks: SAGE Publications, Inc.</p> <p>Chapter 4: <i>Engaging in Micro Policy Advocacy</i></p>	Use this week to start your policy analysis project
Class 4 Wednesday February 12, 2020	<p>Engaging in Macro Policy Advocacy</p> <p>Becoming policy advocates in the immigration, education and criminal justice sector(s)</p> <p>Class exercise:</p>	<p>Jansson, B.S. (2019). <i>Social welfare policy and advocacy: advancing social justice through eight policy sectors</i>. Thousand Oaks: SAGE Publications, Inc.</p> <p>Chapter 12: <i>Becoming Policy Advocates in the</i></p>	<p>Submit plan for Policy Analysis Project (see Appendix D)</p> <p>Short assignment #1 due</p>

	<ul style="list-style-type: none"> <li>• Living on public assistance and calculated a living wage</li> <li>• Enrolling in public school (English is your second language)</li> <li>• Applying for a job (you have been charged with a Class A misdemeanor)</li> </ul>	<p><i>Education Sector</i>, pp. 367 - 374</p> <p>Chapter 13: <i>Becoming Policy Advocates in the Immigration Sector</i> pp. 300 - 408</p> <p>Chapter 14: <i>Becoming Policy Advocates in the Criminal Justice Sector</i>, pp. 434 - 439</p>	
<p>Class 5 Wednesday February 19, 2020</p>	<p>How the Texas legislature really works</p> <p>How to write policy briefs, editorials, testimony, and letters to the editor and elected officials</p>	<p>Jansson, B.S. (2019). <i>Social welfare policy and advocacy: advancing social justice through eight policy sectors</i>. Thousand Oaks: SAGE Publications, Inc.</p> <p>Chapter 6: <i>Engaging in Macro Policy Advocacy</i>, pp, 149 - 153</p>	
<p>Class 6 Wednesday February 26, 2020</p>	<p>Overview of the current health care system</p> <p>Class exercise:</p> <p>Class debate - discuss pros and cons of current federal legislation</p>	<p>Affordable Health Care Act Patient Protection <a href="#">H.R.3590 — 111th Congress (2009-2010)</a></p>	<p>Short assignment #2 due</p>
<p>Class 7 Wednesday March 4, 2020</p>	<p>History of mass incarceration in the U.S.</p> <p>Guest speaker(s):</p> <p><a href="#">Social Work Advocacy Day at the Capitol</a>: On <u>March 6, 2020</u> hundreds of social workers and social work students will come to Austin to speak up and out for their profession and clients.</p> <p><i>We will discuss your potential participation during class.</i></p>	<p>Alexander, Michelle. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>, The New Press, 2012</p> <p>Introduction: pp. 1-19</p>	<p>Short assignment #3 due</p>
<p>Class 8 Wednesday March 11, 2020</p>	<p><i>Note: We will not meet as a group on this day. This period has been allotted for outside class activities (attendance at a legislative and committee hearings and related meetings</i></p>		

	<i>you will attend for your policy project). The instructor is available for those who do wish to meet.</i>		
Spring Break March 16 –22	<b>Spring break: No class</b>		
Class 9 Wednesday March 25, 2020	Criminal Justice Reform in the U.S. and abroad  Film: “Equal Justice Initiative” and related class exercise	Stevenson, B. (2019). Just mercy: a story of justice and redemption. New York: Spiegel & Grau. Chapters 1 - 3, pp. 3 - 67	
Class 10 Wednesday April 1, 2020	<b>The role of social worker</b>	Reading of your choice on the current state of healthcare reform for short assignment #4	Short assignment #4 due
Class 11 Wednesday April 8, 2020	Child welfare policy: Protection from abuse and neglect, foster care, adoption, disproportionality and other issues plaguing the system  Guest speakers: Child welfare panel	Austin American Statesman series “Missed Signs, Fatal Consequences”: <a href="https://projects.statesman.com/news/cps-missed-signs/">https://projects.statesman.com/news/cps-missed-signs/</a>  Reading of your choice on child welfare reform in Texas or abuse and neglect of older adults or people with disabilities for short assignment #5	Short assignment #5 due Draft of talking points handout and infographic or policy brief due
Class 12 Wednesday April 15, 2020	Students’ choice(s): Policy issues of the day: gun violence, opioid crisis, mass incarceration, etc.	DiNitto & Johnson, Chapter 10, “Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders, pp. 399-425; DiNitto & Johnson, Chapter 11, “The Challenges of a Diverse Society: Gender and Sexual Orientation,” pp.	Short assignment #6 due

		433-470; Chapter 12, "Challenges of a Diverse Society: Race, Ethnicity, and Immigration," pp. 487-528  Article of your choice for short assignment #6	
Class 10 Wednesday April 22, 2020	More on issues of diversity in social welfare policy (age, race, ethnicity, gender, and sexual orientation)  From social work practice to immigration policy: Guest speaker	DiNitto & Johnson, "Conclusion: Politics, Rationalism, and the Future of Social Welfare Policy"	Draft of editorial and letter to editor due
Class 11 Wednesday April 29, 2020	Mock testimony	Any additional reading necessary for completing your policy analysis and action project	Final written components of policy analysis and action project (talking points handout and infographic or policy brief; editorial and letter to editor; and Appendix E) due
Class 12 Wednesday May 6, 2020	Wrapping up the semester What's ahead in social welfare policy? Panel (tentative) Your future and careers in social welfare policy		Submit Appendix A (attendance report)

## XII. BIBLIOGRAPHY

Alinsky, S. (1989). *Rules for radicals: A practical primer for realistic radicals*. New York: Vintage Books.

Amidei, N. (2010). *So you want to make a difference* (16<sup>th</sup> ed.). Washington, DC: OMB Watch.

Birkland, T. A. (2011). *Introduction to the Policy Process: Theories, concepts, and models of public policy making* (3<sup>rd</sup> ed.). Armonk, NY: M. E. Sharpe.

Blau, J., & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4<sup>rd</sup> ed.). New York: Oxford University Press.

Bobo, K., & Kendall, J., & Max, S. (2010). *Organizing for social change: Midwest Academy manual for activists* (4<sup>th</sup> ed.). Washington, DC: The Forum Press.

- Brown, L.C., Langenegger, J. A., García, S., Biles, R. E., Rynbrandt, R., Reyna, V. V., & Hureta, J. C. (2012). *Practicing Texas politics 2017-2018* edition (17<sup>th</sup> ed.). Boston: Wadsworth Cengage Learning.
- Day, P. J., & Schiele, J. (2013). *A new history of social welfare* (7<sup>th</sup> ed.). Boston: Pearson.
- DiNitto, D. M. & Johnson, D. H. (2016). *Social welfare: Politics and public policy*, 8<sup>th</sup> ed. Boston: Pearson.
- Dye, T. R. (2017). *Understanding public policy* (15<sup>th</sup> ed.). Boston: Pearson.
- Gilbert, N., & Terrel, P. (2013). *Dimensions of social welfare policy* (8<sup>th</sup> ed.). Boston: Pearson.
- Hoefler, R. (2016). *Advocacy practice for social justice* (3<sup>rd</sup> ed.). New York: Oxford University Press.
- Jansson, B. S. (2018). *Becoming an effective policy advocate: From policy practice to social justice* (8<sup>th</sup> ed.). Belmont, CA: Cengage.
- Karger, H. J., & Stoesz, D. (2018). *American social welfare policy: A pluralist approach* (8<sup>th</sup> ed.). Boston: Pearson.
- Mason, P. L. (Ed.). (2013). *Encyclopedia of racism* (2<sup>nd</sup> ed.). Macmillan Reference USA.
- Popple, P. R., & Leighninger, L. (2015). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (7<sup>th</sup> ed.). Boston: Pearson.
- Ritter, J. A. (2013). *Social work policy practice: Changing our community, nation, and the world* (2<sup>nd</sup> ed.). San Diego, CA: Cognella.
- Rocha, C. J. (2007). *Essentials of social work policy practice*. Hoboken, NJ: John Wiley & Sons.
- Schneider, A. L., Ingram, H., & deLeon, P. (2014). Democratic policy design: Social construction of target populations. In P. A. Sabatier & C. M. Weible (Eds.), *Theories of the policy process* (3<sup>rd</sup> ed., pp. 105- 149). Boulder, CO: Westview Press.
- Segal, E. A. (2014). *Social welfare policy and social programs: A values perspective* (4<sup>th</sup> ed.). Belmont, CA: Cengage.
- Smith, C. F. (2016). *Writing public policy: A practical guide to communicating in the policy-making process* (4<sup>th</sup> ed.). New York: Oxford University Press.
- Smucker, B. (1999). *The nonprofit lobbying guide* (2<sup>nd</sup> ed.). Washington, DC: Independent Sector. Available at: [http://www.clpi.org/CLPI\\_Publications.aspx](http://www.clpi.org/CLPI_Publications.aspx)

**Appendix A: Attendance Report Name:**

---

The definition of attending a class session is that you were present for the entire session (neither arrived late nor left early). Unless you are ill, have an (unforeseen) emergency, or are excused to observe a religious holiday, each absence will result in 10 points subtracted from your final course grade. Generally, missing two or more classes will result in an F for the course or the need to withdraw from the course depending on circumstances.

Week	Date	Attended (circle yes or no)	If no, indicate reason if you wish
1	Jan. 23	Yes No	
2	Jan. 30	Yes No	
3	Feb. 6	Yes No	
4	Feb. 13	Yes No	
5	Feb. 20	Yes No	
6	Feb. 27	Yes No	
7	Mar. 6	Yes No	
8	Mar. 13	Yes No	
9	Mar. 20	SPRING BREAK	NO CLASS
10	Mar. 27	Yes No	
11	Apr. 3	Yes No	
12	Apr. 10	Yes No	
13	Apr. 17		

		Yes No	
14	Apr. 24	Yes No	
15	May 1	Yes No	
16	May 8	Yes No	

The above is a true reporting of my class attendance.

---

Signature

**Appendix B: Short policy assignments**

Students will complete five of the six short policy assignments described below. These short assignments are intended to complement the required readings and other aspects of course content, enhance class discussions, and increase learning about social welfare policies and programs, especially as they relate to increasing social, economic, environmental, and other aspects of justice for diverse members of society. **The papers should be one to two pages, single-spaced. Grades for these papers will be averaged and worth a total of 50% of the final grade.**

1. Paper1, due (see course calendar): Increasing understanding of poverty and public assistance. Before doing this assignment, make sure you have read chapters 4, 7, 9, and pages 427-432 of chapter 11 in the textbook, then do **one** of the following (of course, you can do more than one if you wish).
  - a. If you wish to use the ECHO Point in Time (PIT) Count volunteer experience (noted in VIII. Course Calendar), do the following: (1.) sign a release and indemnification form for UT Austin, (2.) describe your PIT Count experience, (2.) compare and contrast it with what you read in the textbook chapters about **homelessness and poverty and a recent reading** you select from the scholarly literature, a policy/advocacy website, and/or news media about homelessness, and (4.) suggest policies and practices that you think would make the greatest differences in ending homelessness in the Austin area and/or the United States at large. **Be sure to specifically reference points from the text chapters and the additional reading you chose using APA format**; you may also refer to other readings you may have done on this topic. The U.S. Department of Housing and Urban Development is a good source of information on policy approaches to ending homelessness, and several coalitions/organizations offer a great deal of information on various aspects of homelessness and solutions to end homelessness (see chapter 4 of the textbook).
  - b. Nutrition assistance: In addition to the required text readings, do the following: (1.) Read a recent scholarly article, policy brief or other material at a policy or advocacy organization website, or a news article about the Supplemental Nutrition Assistance Program (SNAP); (2.) do one of the following: attempt to eat on a SNAP budget for one week

- (if your personal/health situation allows) and list your food choices during the week and their costs and how they compare to the SNAP allotment, OR using a SNAP budget, map out what a family of four (e.g., two parents and two children of various ages) might be able to eat for breakfast, lunch, dinner, and snacks for one week and develop a shopping list for the week noting the food items and their costs at a typical grocery store; (3.) compare and contrast the option you chose with the chapter readings, your additional reading, and other information you have read or know about SNAP (e.g., experiences of SNAP participants); (4.) end your paper with suggestions for improving SNAP with regard to factors such as the program's goals, benefit adequacy, eligibility requirements, procedures, or other features. The US Department of Agriculture and other organizations provide a wealth of information on SNAP. **Be sure to reference points in the text chapters and the additional reading you chose using APA format.**
- c. Public assistance for families with young children: In addition to the required reading, do the following: (1.) learn more about the Temporary Assistance for Needy Families (TANF) program in Texas or another state (benefit levels, eligibility requirements, length of benefits, work requirements, etc.); (2.) select a country that offers a universal children's allowance and learn about that program; (3.) describe the state's program you chose and compare and contrast it with the universal children's allowance program you investigated (you may wish to focus on aspects such as the adequacy of benefits and the fairness of the eligibility requirements and program rules); (4.) if possible, add to your paper with information from one or more previous or current participants about the TANF program ; (5.) end your paper with suggestions for improving the TANF program in the state you chose. **Be sure to reference points in the text chapters (e.g., chapter 7)**
- d. Childsupport: If you wish to focus on child support, do the following: (1.) learn more about the Child Support Enforcement (CSE) program in Texas or another state, (2.) read a scholarly or recent news article or a policy brief or paper at a policy or advocacy organization about child support enforcement; (3.) if possible, talk with one or more individuals who have made or received payments through the CSE system about their experiences; (4.) describe the method(s) used to determine child support payments in the state you chose and other aspects of the state's CSE program; (5.) find information that may be available on that state's CSE outcomes (e.g., collection rates), for example, in the House of Representatives publication known as the "Green Book" at <http://greenbook.waysandmeans.house.gov/> or at the Government Accountability Office; and (6) describe the major problems you see with CSE systems and suggest solutions for addressing them. **Be sure to reference points in the text chapters and the additional reading you chose using APA format.**

2. Paper 2, due Week 6, February 27: Increasing understanding of the Social Security **retirement** program. Do the following: (a.) read chapter 5 of the textbook and a recent scholarly or news article or policy brief/article from a policy or advocacy organization of your choosing on Social Security; (b.) develop three questions or state three concerns you have about the program; (c.) pose these questions/concerns to two or three of your family members, friends, or colleagues (try to include someone who is currently receiving Social Security and someone who is currently paying into the system but not yet receiving benefits to get perspectives across generations); (d.) in your paper, do the following: (1.) note the three questions/concerns you developed; (2.) reflect on them and the information you gleaned from the readings and discussions with family, friends, and colleagues (e.g., points such as benefit adequacy, program fairness, Social Security's future), and (3.) note measures you think would improve the Social Security retirement program. **Be sure to reference points in the text chapter(s) and the additional reading you chose using APA format.**



3. Paper 3, due Week 7, March 6: Increasing understanding of disability policy. Do the following: (a.) read the material in the textbook, especially Chapter 6, and a recent scholarly or news article or policy brief/article from a policy or advocacy organization of your choosing on disability policy; (b.) comment on three things you may not have known about disability policy or surprised you about disability policy **citing the reading material using APA format**; (c.) go to three of your favorite places or take note of three different locations you are at during the week, and for each location, note how accessible it would be to a person with a mobility, visual, hearing, or other disability; (d.) if possible, speak with people who have a disability and ask them what they would especially like to see changed about disability policy; (e.) conclude your paper with three ideas you think are especially important for changing disability policy and note your rationale for selecting these three.

4. Paper 4, due Week 10, March 27: Increasing understanding of healthcare policy. Do the following: (a.) read the textbook material, especially chapter 8, and a recent scholarly or news article or policy brief/article from a policy or advocacy organization of your choosing about how the Patient Protection and Affordable Care Act (ACA, also referred to as “Obamacare”) is currently faring in areas such as coverage of the U.S. population with respect to demographic (e.g., age, gender, race/ethnicity) or other factors (e.g., preexisting conditions, affordability, etc.); (2.) in your paper, describe two or three aspects of the ACA’s current status and the main issues/problems you see with them; then address the following question: If the United States was going to scrap its current approaches to health insurance and was going to develop an entirely new system of health insurance with the goal of *improving the health of all Americans*, what type of approach(es) would you want to see and why (**be sure to reference your readings in the paper using APA format**).

5. Paper 5, due Week 11, April 3: Increasing understanding of child welfare policy or policy regarding abuse and neglect of older adults or people with disabilities. Do **one (or both)** of the following:

a. After reading chapter 10 of the textbook, do the following (1.) read a few selections from the Austin

American-Statesman series entitled “Missed Signs, Fatal Consequences” at <http://projects.statesman.com/news/cps-missed-signs/> and a current news or scholarly article or other report on the state of child welfare policy reform in Texas; (2.) from the perspective of an aspiring professional social worker, use the first part of your paper to summarize a few points from your reading that you thought were most critical from a social work practice point of view, **citing your sources using APA format**; then discuss the progress or lack of it that has been made on these issues; (3.) if possible, talk with one or more adults who previously was/were in foster care for their perspectives; (4.) using these and any other resources/readings you may wish to cite, follow the first part of your paper with a discussion of what might be done through social welfare policy to improve these aspects of Texas’ child welfare system.

b. After reading chapter 10, do the following (1.) read a scholarly article and a current news or other article on abuse/neglect of older adults and/or people with disabilities; (2.) if possible, interview one or more social workers who work with older adults and/or people with disabilities on the subject of abuse and neglect; (3.) from the perspective of an aspiring professional social worker, use the first part of your paper to summarize the points you thought were most critical from a social work practice point of view, **citing the sources using APA format**; (4.) follow the first part of your paper with a discussion of what might be done through social welfare policy to improve the protection of older adults and/or people with disabilities from abuse and neglect.

6. Paper 6 due Week 12, April 10. There are more policy issues of interest to social workers than we can possibly address in class or through assignments. This assignment allows you to address issues of diversity that are of particular interest to you such as sexual harassment; racial profiling; violence directed at people based on their gender/sexual orientation, race/ethnicity, religion, nationality, etc.; employment or pay inequity based on various characteristics; voting rights and increasing the participation of underrepresented groups in policy processes, including elective office; immigration; etc. Select one of these aspects of social welfare policy. In addition to the assigned text readings on this subject, read a news, scholarly, and or other article/report on this topic. Your paper should briefly describe the issue you chose, and then, reflecting on what you have learned about legislative advocacy, suggest ways in which the issue you chose can be addressed. **Be sure to cite readings using APA format.**

#### **Criteria for grading short policy assignments:**

1. Assignment adheres to all instructions: 25 points
2. Assignment makes important/thoughtful and meaningful points, including addressing issues of diversity, inclusion, and justice: 35 points
3. The assignment is well written with regard to clarity, organization, grammar, syntax, etc.: 25 points
4. Appropriate citations are used: 15 points

#### **Appendix C: Policy Analysis and Action Project**

The policy analysis and action project is designed to provide opportunities to learn more about the legislative process and an important, current policy issue of interest to the student; develop skills in policy analysis, writing, and presenting that are critical to the social work profession; and learn more about the roles social workers and others play in the policy process to increase social, economic, environmental, or other forms of justice. **As part of the project, each student will develop (1) a talking points handout and infographic OR a short policy brief, (2) an approximately 7-minute class presentation in the form of legislative testimony that together are worth 30% of the final grade, and (3) an editorial and letter to the editor worth 20% of the final grade.** For each assignment, a draft is due according to the due dates on the course calendar. The drafts are required and not optional. You can do the talking points and infographic or policy brief assignment alone or with a classmate, but the editorial and letter to the editor should be done alone. **Appendix C contains a description of the project, Appendix D contains a form for writing up your plan for the policy analysis and action project (it is due on Week 4, February 13), and Appendix E contains a form that should be turned in with your final project work on Week 15, May 1. Along with your final work, turn in the earlier drafts you submitted with the feedback you received.**

To begin:

- Select either one bill or two or more closely related bills on a social welfare topic of major concern  
  
(e.g., health care, mental health, child welfare, substance abuse) filed during the current regular (86<sup>th</sup>) Texas legislative session, which began on January 8, 2019 (or you may select a recent bill from another state legislature or the U.S. Congress). Suggested topics will be discussed in class. Students are encouraged to meet with the instructor and/or teaching assistant to discuss topics and plans for the project. A major source of help in selecting a bill is Texas Legislature Online (<http://www.capitol.state.tx.us/>).

- Become familiar with the bill(s) and related proposals/bills and their purpose; investigate the history of the issue and the bill(s); and learn about actions the legislature takes on the bill(s) during the session/semester.
- Identify particular legislators, organizations, groups, committees, and individuals that are working to pass, amend, or defeat the bill, their positions on the bill, and the methods they are using to influence the legislation. Also identify groups that have an interest in the bill(s) but have chosen to remain neutral or have not taken a formal position on the bill and why.

*It may help to approach this project, particularly the policy brief, as if you were working as a staff member of a legislative committee, an aide for a state legislator, or a policy analyst for a governmental or private social welfare agency or another organization concerned about social welfare policy such as a think tank, a membership organization (e.g., the National Association of Social Workers), or an advocacy group such as a human services coalition. In any case, present your work so that it will familiarize readers about the issue and the actions that should be taken to address it.*

**1. Talking points handout and infographic OR policy brief.** The talking points handout and infographic or policy brief should provide a well-informed presentation of the policy issue/bill(s) you have chosen and a clearly articulated and defensible solution(s) for addressing the issue intended to increase social, economic, environmental, or other forms of justice. We will discuss how to develop and present these products in class so that they are informative, well organized, accessible, and appealing to intended audiences. For example, depending on your choice of talking points handout and infographic or brief, they may include graphs, charts, quotes, a brief story or illustration, or other devices that will capture readers' attention. **Your project must include at least 10 scholarly references and three interviews correctly cited.** You may ALSO include references from the popular literature (newspapers, magazines) but these do not substitute for the minimum of 10 scholarly references (be careful about dubious sources of information, e.g., unsubstantiated references from unknown sources on the Internet). **A draft of your talking points handout and infographic or policy brief is due on Week 11, April 3.**

**2. Mock legislative testimony.** Make a 7-minute presentation to the class in the form of mock legislative testimony. Instructions for developing and presenting legislative testimony will be discussed in class. For class purposes, begin by explaining the issue, the bill(s) you have followed, and your position on the bills, and what you believe should be done and why. If you are working with a partner, you will each have 7 minutes to present. Coordinate your testimony so as to limit repetition of the same points. **Mock testimony will be given on Week 14 (April 24) and Week 15 (May 1).**

### **Criteria for Evaluating Talking Points Handout and Infographic or Policy Brief and Testimony:**

1. Clearly captures the problem/issue to be addressed including its scope and those affected and indicates that the author(s) understand the facets of the issue/problem, including different perspective on the issue: (20 points maximum)
2. Clearly articulates solutions to the problem/issue including their feasibility and how they will increase social, economic, environmental, or other forms of justice: (20 points maximum)
3. Contains at least 10 scholarly references and 3 interviews properly cited: (20 points maximum)
4. Presentation of written material(s) and testimony demonstrates creativity and originality that will

capture readers' attention and persuade them about the necessity of addressing the issue: (20

points maximum)

5. Written products and testimony demonstrate attention to detail with regard to organization, and

written products with regard to formatting (e.g., headings); proofreading; transitions between points, sentences, etc. The products are presented in ways that can be understood by a wide variety of audiences. (20 points maximum)

**3. Opinion editorial and letter to the editor.** This assignment is dedicated to learning how to write opinion editorials. It is a common assignment across sections of SW382R (see the rubric below that has been developed as a guide for assessing this assignment in all sections of SW382R).

Write an opinion editorial based on the bill(s) followed during the semester. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your message and advocate directly to a broad audience. Op-eds appear each day in almost every newspaper and address current issues, express a viewpoint, and frequently offer policy or other solutions to social problems. If printed in newspapers, elected officials and other decision makers, opinion leaders, and a wide range of community members may read them. Your op-ed should do the following as articulated in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS), competency 5: "Engage in policy practice": (1) "Identify social policy [and/or a social problem] at the local, state, and [or] federal level that impacts [human] well-being, service delivery, and access to social services"; (2) "Assess how social welfare and economic policies impact the delivery of and access to services" [and/or otherwise affect human well-being]; and (3) Demonstrate that you have "applied critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice." Be sure to offer viable policy alternatives to improve human well being and suggest actions that policymakers and/or members of the public should take.

Class time will be dedicated to teaching you how to write a traditional op-ed piece, and you will be provided resources to assist in the process. Examples will also be provided of editorials and commentaries in electronic formats. You may submit your editorial in traditional, written form or in video or other electronic format. If you chose to write a traditional op-ed, it should be 500 to 750 words, single-spaced. If you chose an electronic format, the number of words you use in written or spoken form should probably be similar and the op-ed should not exceed 3 or 4 minutes (depending on factors such as your use of graphics). Be sure your op-ed is based on solid evidence and sources and that you cite sources in a manner appropriate to an editorial.

In preparing to write your editorial, study the op-ed page of newspapers such as the *Washington Post*, *New York Times*, *Wall Street Journal*, *Houston Chronicle*, *Austin American-Statesman*, or your hometown paper, and read the paper's instructions for submitting an editorial. We will also discuss how to write an editorial in class. **If you decide to submit your editorial to a newspaper and it gets published prior to the end of the semester, you will receive 5 extra points toward your final grade.**

In addition to your editorial, write a letter to the editor based on your opinion editorial. We will discuss in class instructions for doing so.

## Rubric for Opinion Editorial Assignment

<b>Competency 5: Engage in policy practice</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p><b>0-30 points</b></p>	<p>Op-ed clearly and thoroughly identifies how current policy/state of affairs impacts well-being, service delivery, and/or access using sufficient data, research, other reputable source(s), and own analysis</p>	<p>Op-ed sufficiently identifies how current policy/state of affairs impacts well-being and service delivery and/or access, though some aspect and related support from data, research, other reputable source(s), and own analysis may be lacking</p>	<p>Op-ed identifies some aspects of how current policy/state of affairs impacts well-being and service delivery and/or access, though other important aspects and sufficient support from data, research, other reputable source(s), and own analysis are lacking</p>	<p>Identification of how current policy/state of affairs impacts well-being and service delivery and/or access are not addressed or are inadequately addressed, and data, research, other reputable sources, and own analysis are clearly lacking in the op-ed</p>
<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p> <p><b>0-30 points</b></p>	<p>Op-ed clearly and thoroughly assesses how social welfare and economic policies impact service delivery and access using sufficient data, research, other reputable source(s), and own analysis</p>	<p>Op-ed sufficiently assesses how social welfare and economic policies impact service delivery and access, though some aspect of assessment, and support from data, research, other reputable source(s), and own analysis may be lacking</p>	<p>Op-ed assesses some aspects of how social welfare and economic policies impact service delivery and access, though other important aspects of assessment, and sufficient support from data, research, other reputable source(s), and own analysis are lacking</p>	<p>Assessment of how social welfare and economic policies impact service delivery and access are not assessed or are inadequately assessed and data, research, other reputable sources, and own analysis are clearly lacking in the op-ed</p>
<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and</p>	<p>Op-ed demonstrates the use of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice in ways that</p>	<p>The op-ed demonstrates the use of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice in ways that</p>	<p>Op-ed demonstrates some aspect(s) of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice, but the</p>	<p>Op-ed fails to demonstrate that critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice has been applied in ways</p>

environmental justice. <b>0-40 points</b>	are clearly logical and likely to convince readers that the author has presented a valid case,	are sufficiently logical and may persuade readers that the author has presented a valid case	extent of this application and its logic may be insufficient to convince readers that the author has presented a valid case.	that are logical, and the op-ed is unlikely to convince readers that the author has presented a valid case.
----------------------------------------------	------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------

**Appendix D: Plan for Legislative Analysis and Action Project**

Your name(s):

- 1.
- 2.

Topic of interest:

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

Hearings, meetings you plan to attend:

- 1.
- 2.

Individuals you plan to interview and their titles and positions/organizational affiliations: ‘

- 1.
- 2.
- 3.

**Appendix E: Final Report of Legislative Analysis and Action Project**

Your name:

Your partner's name (if any):

Number and brief title of bill(s) you analyzed:

Names, titles, and affiliations of those you personally interviewed:

- 1.
- 2.
- 3.

List hearings, meetings, and other events you attended (include a brief description of each):

- 1.
- 2.

If working with a partner, your contributions to the project, including written products:

Other information you wish to provide about your work (continue on reverse side of additional page if necessary):