

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 393T	Instructor:	Shetal Vohra-Gupta (she/her/hers)
Unique Number:	60120	Email:	sgupta@austin.utexas.edu
Semester:	Fall 2020	Office:	3.116D (closed for Fall 2020)
Meeting Place:	Online	Office Phone:	512-232-2701
Meeting Time:	Wednesdays @ 2:30	Office Hours:	by appt

ADVANCED POLICY PRACTICE

I. STANDARDIZED COURSE DESCRIPTION

Policy practice involves the design, analysis, implementation, and evaluation of social welfare by governmental and non-governmental entities. Building on the policy analysis skills that students learned in previous courses, the goal of this course is to provide advanced content in the theory and skills of policy practice in the context of professional social work values and ethics. The theoretical aspects of the course address power, decision-making, and social and economic justice. A wide range of practice skills will be covered, including policy development, comparative policy analysis, policy research, and strategies of political participation (e.g., advocacy, negotiation, coalition building, lobbying, campaigning, and community organizing). Students will also learn other skills relevant to policy practice, including public speaking, media management, testifying, serving as an expert witness, the use of technology, and report writing. Prerequisites for students taking this course are SW382R: Social Policy Analysis and Social Problems and SW392R: Topics in Policy Analysis or permission of the instructor.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Explain and apply major theories underlying the professional social work approach to policy practice at local, state, and national levels (legislative, executive, and judicial) and to compare them to approaches in related fields (such as public affairs and urban planning).
2. Engage in policy practice tasks across the main stages of policy development (problem definition, agenda setting, implementation, service delivery, and evaluation) in governmental and non-governmental settings with the goal of promoting social and economic justice.
3. Select practice strategies and demonstrate skills appropriate to specific policy issues, taking into account the interests of a varied range of stakeholders.
4. Utilize conceptual frameworks for policy development, drawing on the most recent evidence- and research-based findings on effective interventions.
5. Utilize technology to enhance policy practice.
6. Integrate social action approaches in policy practice to ensure the involvement of traditionally underrepresented and other vulnerable populations.
7. Identify the global impacts of policy practice in order to promote social and economic justice for world populations.

III. TEACHING METHODS

This course is designed to incorporate a variety of teaching methods which intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. These methods

include interactive lectures, experiential group activities, reading assignments, and audiovisual material to help students understand the development of social welfare policy and its analysis and to demonstrate this knowledge in class discussions, written assignments, and presentations. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

IV. REQUIRED TEXT AND MATERIALS

Sabatier, P. A., & Weible, C. M. (2014). *Theories of the policy process* (3rd edition). Boulder, CO: Westview Press.

Stone, D. (2012). *Policy Paradox* (third edition). New York: W.W Norton & Company.

Supplemental required readings will be provided through Canvas.

V. COURSE REQUIREMENTS

- a) Reflection papers/questions - Students will read and submit reflections on the assigned readings. In addition, students will submit a question or two for the class based on the readings when assigned.
- b) Theory of Change illustration - Students will pick a theory of change and create an illustration and description of how it would develop a strategy for adopting a solution to the social issue.
- c) Policy Practice project- Students will pick a policy/community organization or agency and engage with policy practice principles and components to become an effective change agent.
- d) Quizzes: Students will have quizzes based on assigned readings.
- e) Class Participation: Since this class will be administered online, regular attendance of zoom meetings will be observed. There will remain an underlying understanding that we are in Covid times and at time accessibility, technology, and other challenges will present themselves. We will move forward with grace that we are all trying our best to be present.

Reflection papers/questions: (15%)

Students will read and submit reflections on the assigned readings. We will discuss in class how to structure these papers. In addition, students will submit a question or two for the class based on the readings when assigned. 15%

Theory of Change Framework: (20%)

Students will pick a theory of change and create an illustration and description of how it would develop a strategy for adopting a solution to the social issue. The theory selection must be logical and based on the following factors:

What venue is ideal for changing the policy (local government, state agency, state government, national government, judiciary, or a combination)? * What organizations, groups, coalitions, and/or individuals will implement the change effort? * What are their media capabilities? * What are their internal capabilities to create, identify, and act on policy windows? * Do the groups have strong alliances with other groups that similarly want to achieve the goal? * Are these allies

in a position to directly influence policy change? * Is there a distinct group of individuals directly impacted by the policy that can be mobilized to act?

Based on these factors, select a theory of change that best fits the policy landscape and strengths/weaknesses of the key groups that would be responsible for carrying out the change. If you are uncertain of the capabilities of the various groups, describe the resources/capabilities that would be necessary to carry out the strategy according to the theory of change you select. Describe how you evaluated the factors and arrived at the appropriate theory of change. (Use Pathways for Change to help guide you through this process). Also, describe your strategy using the key facets of the theory of change you adopt. Structure and format will be explained in class.

Policy Practice Project – (35%)

The objective is to learn to become an effective change agent by applying principles derived from various theories of the policy process and policy change and from the day-to-day world of politics to promote policies that you believe will result in a more just society. The project is designed to include research on policy problem identification and solutions and to promote change using skills developed during the course. Among the competencies or skills that will be learned are policy research, problem definition, framing issues for various audiences, and identifying or creating windows of opportunity to promote change. The class project is intended to help students understand how the ambiguity of the policy environment often trivializes the importance of research, and students will learn to work within this uncertain environment with new skills to overcome ambiguity and build urgency for change. The assignment will be broken down into small assignments, which are detailed below:

Quizzes and class participation– (30%)

Students will have quizzes periodically based on assigned readings. Since this class will be administered online, regular attendance of zoom meetings will be observed. There will remain an underlying understanding that we are in COVID times and at time accessibility, technology, and other challenges will present themselves. We will move forward with grace that we are all trying our best to be present.

VI. GRADES

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		

VII. CLASS POLICIES

- Attendance is mandatory. There will remain an underlying understanding that we are in Covid times and at time accessibility, technology, and other challenges will present themselves. We will move forward with grace that we are all trying our best to be present.
- Verbal participation in class is encouraged and respected;
- Reading of materials should be done prior to each class meeting;
- The university honor code is to be used;
- Assignment must be typed, double spaced, with font size of 12;

- Be on time for each class –again there is an understanding regarding challenges with technology, etc;
- Changes in the course schedule or assignments may be necessary;
- Opinions expressed by all students will be heard and respected;
- Offer and use feedback to strengthen skills;
- Maintain professional standards in all phases of the course;
- Independent thinking, creativity, and intellectual risk taking are encouraged;
- Students with a disability who require reasonable accommodations to insure their participation should contact the instructors at the beginning of the course;
- Any assignment that is turned in past the deadline will be accepted—please reach out to me if this will be the case. We can discuss any challenges.

VIII. UNIVERSITY 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.

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/>.

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.

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/>.

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 (e.g. 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.

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://deanofstudents.utexas.edu/sjs/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic

Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

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.

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.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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 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>.

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.

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, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or 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/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms 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.

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 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>.

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.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>	<u>Readings</u>
	TBD		

IX. BIBLIOGRAPHY

A) Readings

Sabatier, P. A., & Weible, C. M. (2014). *Theories of the policy process* (3rd edition). Boulder, CO: Westview Press.

Stone, D. (2012). *Policy Paradox* (third edition). New York: W.W Norton & Company.

B) Online Sources for Locating Policies

<http://academic.udayton.edu/vernelliarandall/>

<http://thomas.loc.gov/home/thomas.php>

<http://www.law.cornell.edu/search/index.html>

http://statelaws.findlaw.com/texas-law/?DCMP=GOO-LAW_General-StatesPhrase&HBX_PK=Texas+Constitution

<http://www.legis.state.tx.us/billlookup/billnumber.aspx>

<http://www.legis.state.tx.us/billlookup/billnumber.aspx>

Legislation (previous laws):

<http://thomas.loc.gov/home/bdquery.html>

Executive Office of the President: <http://www.whitehouse.gov/>

www.govtrack.us/congress/bills

<http://www.senate.gov/>

<http://www.house.gov/>

<http://www.loc.gov/law/help/guide/federal.php>

Legislation(copies of historical laws):

<http://memory.loc.gov/ammem/help/constRedir.html>

http://racism.org/index.php?option=com_content&view=article&id=306:aspi0201&catid=64:asian-and-pacific-americans&Itemid=235

http://racism.org/index.php?option=com_content&view=article&id=306:aspi0201&catid=64:asian-and-pacific-americans&Itemid=235

C) Examples of Policies

Americans with Disabilities Act

Affordable Care Act

Breast Cancer Treatment Act

Chinese Exclusion Act 1870

Civil Rights Act of 1964

Death Penalty

Defense of Marriage Act

Don't Ask Don't Tell

Dream Act

Equal Rights Act

Execution of Mentally Disabled

Fair Labor Standards Act 1938
Fairness in Drug Sentencing Act
Fetal Life Act 2013 – Texas
Fugitive Slave Act
 Genetic Information Disclosure Act 2008
Hyde Amendment on Abortion
Immigration Reform Act
Indian Child Welfare Act
Indian Removal Act
Japanese Internment Executive Order
Lilly Ledbetter Act
Matthew Shepherd Act
McKinney Homeless Assistance Act
 McKinney Housing Act
Minimum Sentencing Act
National Labor Relations Act 1935
Native American Health Act
Naturalization Act 1790
New Mexico Abortion in Rape Act
Parity Act
 Public Housing Act
 Racial Integrity Act – Virginia
 Stand Your Ground - Florida
 Stop and Frisk – New York City
TANF
TANF Drug Testing [Texas]
 Title IV E – Sports Equality
Truman’s Executive Order on Desegregation
The Trust Act
 Unemployment Insurance
Violence Against Women Act
Voting Rights Act 1965
Women in the Armed Services Act
 Women’s’ Right to Vote 1922 – Constitutional Amendment

D) Important Court Cases

Plessy v Ferguson
Brown v Board of Ed
Minor v. Happersett
US v. Wong Kim Ark
US v. Brignoni-Ponce
Loving v Virginia
Buck v. Bell
Shelby v. Holder
National Federation v. Sebelius
Floyd v. City of New York
Citizens United
United States v. Windsor

Ledbetter v. Goodyear