

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

<b>Course Number:</b>	SW 323K	<b>Instructor:</b>	Robert Ambrosino, Ph.D.
<b>Unique Number:</b>	59680	<b>Email:</b>	Robert.ambrosino@utexas.edu
<b>Semester:</b>	Spring 2022	<b>Office:</b>	On-line (see hours below)
<b>Meeting Time/Place:</b>	TTH	<b>Office Phone:</b>	(210) 268-9043
	2:00 pm – 3:30 pm	<b>Office Hours:</b>	TTH 10:30 am - noon and by appointment via Zoom

This class will be conducted using a combination of synchronous (group learning via Zoom) and asynchronous (independent learning on one's own) formats. All Zoom classes will be conducted during the regularly-scheduled class time (TTH 2:00 pm – 3:30 pm).

**Social Welfare Programs, Policies, and Issues**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is the second course in the social policy curriculum area. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economics course, and admission to the social work major. This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions that influence policy development in the United States. Specific policy areas that are discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations at risk (e.g., children, people of color, people with disabilities, women, LGBTs) with a particular emphasis on social and economic justice. Students learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should

therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## **II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course students will be able to:

1. Understand significant historical events and persons that influenced the field of social work and social welfare policy.
2. Analyze the connections between the history and contemporary structures of social policy.
3. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, sexual orientation, and age) have been addressed.
4. Apply conceptual frameworks for analyzing the development of social welfare policy.
5. Define key concepts in social welfare policy (e.g., universal, residual, public assistance, social insurance, cash, in-kind).
6. Understand the major policies that form the foundation of social welfare policy in the U.S.
7. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable subgroups.
8. Analyze the impact of social welfare policy in terms of social and economic justice and the promotion of social work values.
9. Discuss trends in comparative international social welfare policy.
10. Understand roles social workers play in the formation of social policy and the effects of social policies on social work practice.
11. Exercise policy advocacy skills at the legislative and organizational levels.

### **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 engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education 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**

This course is designed to provide students with a meaningful learning environment through use of multiple methods of instruction (discussion, lecture, and small-group exercises). Students are expected to complete assigned readings prior to each class period and actively participate in class. Class attendance and participation are required and essential for successful completion of this course.

This course will use an electronic Canvas site. Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online. To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. An internet connection and a UT EID and password will be required to access the course website. The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) or at 475-9400 can assist you with computer and Canvas questions.

### **IV. REQUIRED TEXTS AND MATERIALS**

Jansson, B. (2018). *Becoming an effective policy advocate* (8<sup>th</sup> edition). Brooks- Cole Cengage Learning.

Vargas, Jose Antonio. (2018). *Dear America: Notes of an undocumented citizen*. Dey ST (Imprint of William Morrow).

Elliott, A. (2021). *Invisible child: Poverty, survival & hope in an American City*. Random House.

Press, E. (2021). *Dirty work: Essential jobs and the hidden toll of inequality in America*. Farrar, Straus, and Giroux.

Additional reading material will be posted on the course Canvas site throughout the semester.

### **V. COURSE REQUIREMENTS**

**Assignment #1** – Policy analysis (35% of course grade)

This assignment is intended to demonstrate that students have mastered identified competencies and practice behaviors covered in this course as well as meet the course's writing and

independent inquiry flags. Students will examine the historical antecedents of an important contemporary social welfare policy, analyze the impact of those antecedents on the current and future direction of that policy, and make recommendations for policy changes and strategies to achieve them. The analysis will be developed in three (3) installments (see below for a description of the requirements for each installment). Each installment will be given a grade and suggestions for revision; the final paper will be a composite of all three installments (as revised).

**Installment I** (10% of course grade))

Background and description of problem/issue

- Importance and relevance of the problem/issue to the development of social welfare policy
- Nature and scope of problem/issue (be sure to include relevant statistics)
- Population(s) affected by the problem/issue and in what way(s)
- Known or suspected causes of the problem/issue

Historical background of problem/issue

- Key events in history that have had an impact on the problem/issue (the *entire* spectrum of history, from the time the problem/issue was first articulated, to the present must be addressed).
- Value premises or ideological assumptions that underlie the problem/issue and how these have changed over time
- Major stakeholders throughout history that had an impact on the problem/issue and the role(s) played by each stakeholder

**Installment II** (10% of course grade)

Analysis of the problem/issue

- Major themes that emerged from the historical background information determined above.
- Factors that appear to be most salient or important in shaping public opinion about problem/issue over time
- Major legislation passed to address the problem/issue over time, degree to which the goals of the legislation have been just and democratic, and extent to which the legislation contributed to greater social and economic justice

**Installment III** (10% of course grade)

Conclusions

- Conclusions reached about the problem/issue
- Three examples of how a professional social worker might bring about change that will have a positive impact on the problem/issue in the future

- Thoughts about whether the problem/issue can ever be resolved to the satisfaction of all those that have a stake in it
- Thoughts about whether society in general has an obligation to help resolve the problem/issue

#### Recommendations

- Recommendations for addressing the problem/issue in the future
- Strategies that could be employed to get people to “think outside the box” about the problem/issue

#### **Final revisions** (5% of course grade)

Students will be afforded the opportunity to make revisions to all three installments of the assignment based on feedback received from the course instructor. The final revised document is due on the last day of class.

#### Bibliographic References

The paper must include *no fewer than twenty* bibliographic references, including scholarly works.

The student’s proposed policy analysis topic is due on **January 25**. Note that the topic must be approved by the course instructor *prior* to the student beginning this assignment.

Installment I, II, and III are due on **February 24**, **March 24**, and **April 26**, respectively. The final (revised) version of all three installments is due on **May 5** (last day of class).

#### **Assignment #2** – policy brief (20% of course grade)

For this assignment, students will prepare a policy brief derived from the policy analysis described above. The policy brief is an important tool used by policy advocates to convince policymakers to take a specific course of action. Simply put, a policy brief is a succinct presentation of a problem or issue, its context and recommended action(s).

A good policy brief is clearly written, well-documented, compelling, to the point, speaks to implications of failure to act, includes visuals as well as text, and contains a specific call to action.

The policy brief should include the following information:

1. Title
2. Executive summary (brief description of problem/issue, why action is needed, and recommended action(s))
3. Context/importance of problem/issue:
  - Description of problem/issue
  - Population impacted by problem/issue
  - Root cause(s) of problem/issue
  - Consequences of failing to take action
4. Critique of policy options:
  - Why a new solution to the problem/issue is needed
  - Available options for developing and implementing that solution
5. Recommended action(s)
6. References/sources of information

Additional guidance on completing the policy brief will be provided in class. Sample policy briefs will be posted on the course Canvas site.

The draft policy brief is due on **April 19**; the revised policy brief based on feedback from the course instructor is due on **May 5** (last day of class).

**Assignment #3**– Opinion editorial (15% of course grade)

Students will team up in groups of two to three to develop and submit an Opinion Editorial related to problems, issues, programs, policies and other material covered in class. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your messages, directly and unfiltered (subject to editorial discretion), to target audiences. Op-Eds can be very useful tools for advocates to get your message out. Op-eds appear each day in almost every newspaper and usually weigh in on current issues, express a viewpoint, and frequently offer solutions to address those issues. Op-eds are a great advocacy tool and a way to raise awareness about important social justice, social welfare and social policy issues. If they are printed, they are read by decision makers, opinion leaders and fellow citizens.

Each team of three students will familiarize themselves with the relevant materials on how to draft an op-ed. These materials are located in a folder titled "Op-Ed" on Canvas. Time in class will be dedicated to teaching you how to write an op-ed piece, writing the op-ed and submitting it for publication. Students are required to complete a one-page rating form for comparing published op-ed pieces.

Requirements:

- The op-ed should be between 500 to 750 words, single spaced, and one and one-half pages long.
- Identify a clearly defined topic and theme.
- Couple the voice and opinions of the writers with solid research sources.
- Determine where the most appropriate newspaper is to send the op-ed and email it to the appropriate individual.

Additional guidance on how to develop an opinion editorial will be provided in class. Written examples of op-ed pieces will be posted on the course Canvas site.

The dates for submitting the draft and revised versions of the op-ed assignment are **April 19** and **May 3**, respectively.

**Assignment #4** – book analyses (15% of course grade)

Each student will read the *Dear America* book by Jose Antonio Vargas, the *Dirty Work* book by Eyal Press, and the *Invisible Child* book by Andrea Elliott and address the following content for each book.

- Give a brief overview of the book and the author’s perspective on the issue/problem
- Identify the social welfare policy issue/problem addressed. How is this issue/problem defined? Who is impacted and in what way(s)?
- How has this issue/problem been addressed historically?
- Who has the power to implement changes so this issue/ problem is ameliorated or eradicated?
- What is the public reaction to this issue/problem?
- If you ruled the world, what policy or policies would you put in place to address this issue/problem? Justify your choice(s).
- Identify at least *five* specific actions a social work advocate can play to address this issue/problem.

The due dates for the *Dear America*, *Invisible Child*, and *Dirty Work* book analyses are **February 15, March 10, and April 12**, respectively.

**Assignment #5** – mock testimony (15% of final course grade)

The ability to provide testimony to some policymaking body such as a board of education, city council or legislative committee is an essential skill for any policy advocate. Such testimony is intended to influence decisions (hopefully in a positive way) that impact the lives of clients and client systems served by the professional social work community. Students will develop mock

testimony of *no more than 5 minutes* that relates to the problem/issue addressed by their policy analysis. Guidance on completing the testimony will be provided in class. Both a testimony template and sample testimonies will be posted on the course Canvas site.

Each student will present their testimony to other members of the class who will critique the testimony using a format provided by the course instructor.

Mock testimonies will be presented on **April 21** and **April 26**. Time slots for presentations will be assigned by the course instructor.

A summary of course assignments is provided in the following table.

	Assignment	Due Date	% of Course Grade
<b>1</b>	<b>Policy analysis</b>		<b>35%</b>
	Proposed topic	1/25	-
	Installment I (draft)	2/24	10%
	Installment II (draft)	3/24	10%
	Installment III (draft)	4/26	10%
	Installments I, II, and III (revised)	5/5	5%
<b>2</b>	<b>Policy brief</b>		<b>20%</b>
	Draft	4/19	15%
	Final	5/5	5%
<b>3</b>	<b>Opinion editorial (op-ed)</b>		<b>15%</b>
	Completed and submitted for possible publication	5/3	-
<b>4</b>	<b>Book analyses</b>		<b>15%</b>
	<i>Dear America</i>	2/15	5%
	<i>Invisible Child</i>	3/10	5%
	<i>Dirty Work</i>	4/12	5%
<b>5</b>	<b>Mock testimony</b>		<b>15%</b>
	In-class presentation	4/21	-
	In-class presentation	4/26	-



## VI. GRADES

94.0 - 99.999	A	74.0 - 76.999	C
90.0 - 93.999	A-	70.0 - 73.999	C-
87.0 - 89.999	B+	67.0 - 69.999	D+
84.0 - 86.999	B	64.0 - 66.999	D
80.0 - 83.999	B-	60.0 - 63.999	D-
77.0 - 79.999	C+	Below 60	F

## VII. CLASS POLICIES

**Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the *NASW Code of Ethics* and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

**Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

**Professional Communication and Interactions:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

**Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may

not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

**Class Attendance Policy:** Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after **class** starting or prior to class ending. Missing more than two classes may result in loss of a letter grade. It is the student's responsibility to notify the instructor in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken via Zoom throughout the semester. Students who attend at least 90% of classes for the entire class period will receive 2 "bonus points" added to the student's point total for the course.

A student who misses more than 3 classes without a valid, verifiable excuse will be subject to a penalty of *one letter grade*. For example, a student who misses 4 classes without a valid and verifiable excuse and whose grade based on course assignments is an "A", will receive a final grade of "B" in the course.

**Assignments and Grades:** Assignments should be turned in online on the date they are due barring serious, unforeseen circumstances. Component grades for the various assignments in the course are shown in the Assignments section above.

**Writing Style:** The *Publication Manual of the American Psychological Association Sixth Edition* (APA) is the style manual to be used by all students in this course. The manual is available at the library or for purchase at the UT Co- op.

**Use of Canvas:** The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, and campus and public libraries.

**Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications

will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

## **VIII. UNIVERSITY POLICIES**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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

Date	Topic	Readings	Assignment(s)
Jan			
18	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Review of course assignments</li> </ul>	Introductory course module	<ul style="list-style-type: none"> <li>▪ View and discuss <i>The Many Faces of Texas</i></li> </ul>
20	<ul style="list-style-type: none"> <li>▪ Becoming a motivated policy advocate</li> <li>▪ Policy advocacy skills and competencies</li> </ul>	<u>Chapters 1 and 2</u> of course text	<ul style="list-style-type: none"> <li>▪ <i>My policy change agent role model</i> (Break-out group exercise)</li> </ul>
25	<ul style="list-style-type: none"> <li>▪ Preparing a policy brief</li> <li>▪ Finding and tracking legislation</li> </ul>	<u>Chapters 3 and 8</u> of course text Sample policy briefs posted on Canvas	<ul style="list-style-type: none"> <li>▪ <b>Policy analysis topic due</b></li> </ul>
27	<ul style="list-style-type: none"> <li>▪ Continuation of topics from previous class</li> </ul>		
Feb			
1	<b>Lab day</b>	Work on written assignments	
3	<ul style="list-style-type: none"> <li>▪ Analyzing problems is the first step of policy analysis</li> </ul>	<u>Chapter 7</u> of course text	
8	<ul style="list-style-type: none"> <li>▪ What is branding and why is it important?</li> <li>▪ Branding a policy advocacy campaign</li> </ul>	<u>Canvas</u> Examples of policy advocacy campaign brands  YouTube clips depicting commercial branding campaigns	
10	<ul style="list-style-type: none"> <li>▪ Continuation of topics from previous class</li> </ul>		<ul style="list-style-type: none"> <li>▪ <i>Branding My Policy Advocacy Campaign</i> (Break-out group exercise)</li> </ul>
15	<ul style="list-style-type: none"> <li>▪ The importance of collaboration in developing and implementing a policy advocacy campaign</li> </ul>	<u>Canvas</u> Various materials related to inter-professional collaboration	<ul style="list-style-type: none"> <li>▪ <i>Tragedy of the Commons</i> (Break-out group exercise)</li> <li>▪ <i>Dear America</i> <b>book analysis due</b></li> </ul>

Date	Topic	Readings	Assignment(s)
17	<ul style="list-style-type: none"> <li>Using a logic model in policy advocacy</li> </ul>	<u>Canvas</u> Various materials on creating logic models	<ul style="list-style-type: none"> <li><i>My logic model</i> (Break-out group exercise)</li> </ul>
22	<ul style="list-style-type: none"> <li>How a bill becomes a law in Texas</li> </ul>	<u>Canvas</u> Selected materials from the Texas Legislative Library	
24	<b>Lab day</b>	Work on written assignments	<b>•<u>Installment I</u> of policy analysis assignment due</b>
Mar			
1	<ul style="list-style-type: none"> <li>Stakeholder identification and relationship building</li> <li>Creating a stakeholder involvement plan</li> </ul>	<u>Canvas</u> Sample stakeholder plan	<ul style="list-style-type: none"> <li><i>My stakeholder involvement plan</i> (Break-out group exercise)</li> </ul>
3	<ul style="list-style-type: none"> <li>Developing a Legislative Appropriations Request (LAR)</li> </ul>	<u>Canvas</u> Sample LAR from a Texas state agency	
8	<ul style="list-style-type: none"> <li>Policy advocacy in the global arena</li> </ul>	<u>Chapter 5</u> of course text	

Date	Topic	Readings	Assignment(s)
Mar			
10	<ul style="list-style-type: none"> <li>Continuation of topics from previous class</li> </ul>		<b>•<i>Invisible Child</i> book analysis due</b>
15	Spring break – <b>No class</b>		
17	Spring break – <b>No class</b>		
22	<ul style="list-style-type: none"> <li>Understanding the ecology of policy in government, electoral, community, and agency settings</li> <li>Power tools of policy advocacy</li> </ul>	<u>Chapter 4</u> and <u>Chapter 10</u> of course text	
24	<ul style="list-style-type: none"> <li>Developing political strategy and putting it into action</li> </ul>	<u>Chapter 11</u> of course text	<b>• <u>Installment II</u> of policy analysis assignment due</b>
29	<b>Lab day</b>	Work on written assignments	



31	▪ Presenting and defending policy proposals	<u>Chapter 9</u> of course text	
Apr			
5	• Importance of public speaking skills	<u>Canvas</u> To be announced	▪ <i>My greatest public Speaking Nightmare</i> (Break-out group exercise)
7	▪ Providing testimony to policy-making bodies	<u>Canvas</u> Sample testimony	
12	▪ Continuation of topics from previous class		▪ Addressing a hostile audience (Breakout group role play exercise) ▪ <b>Dirty Work book analysis due</b>
14	▪ Social welfare policy in the post-COVID world	<u>Canvas</u> To be announced	
19	<b>Lab day</b>	Work in written assignments	▪ <b>Draft policy brief due</b>
21	▪ Mock testimony presentations	No readings	
26	▪ Mock testimony presentations	No readings	▪ <b><u>Installment III</u> of policy analysis assignment due</b>
28	▪ Lessons learned from policy analysis project	No readings	
May			
3	▪ Policy action forecast	No readings	▪ <b>Op-ed due</b>
5	▪ Last day of class ▪ My greatest takeaway from this course		▪ <b>Final policy analysis due</b> ▪ <b>Final policy brief due</b>

## **X. BIBLIOGRAPHY**

### Additional readings

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New Press.
- Barusch, S. (2017). *Foundations of social policy: Social justice in human perspective* (6<sup>th</sup> Edition). Brooks Cole Cengage Learning.
- Birkland, T.A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making* (5<sup>th</sup> edition). Routledge.
- Brown, L., Langanegger, J.A., Garcia, S., Lewis, T.A., Biles, R., & Rynbrandt, R. (2021). *Practicing Texas politics* (18<sup>th</sup> edition). Wadsworth Cengage Learning.
- Deluca, S., Clampet-Lundquist, S. & Edin, K. (2016). *Coming of age in the other America*. Russell Sage Foundation.
- Edin, K.J., & Shafer, H.L. (2016). *\$2.00 a day: Living on almost nothing in America*. Houghton-Mifflin Harcourt.
- Engler, M. & Engler, P. (2016). *This is an uprising: How nonviolent revolt is shaping the twenty-first century*. Nation Books.
- Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America*. University of California Press.
- Hill, M. (2016). *Nobody: Casualties of America's war on the vulnerable, from Ferguson to Flint and beyond*. Atria Press.
- Hoefler, R. (2019). *Advocacy practice for social justice* (4<sup>rd</sup> edition). Oxford University Press.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. University of California Press.
- Jansson, B. (2019). *Social welfare policy and advocacy: Advancing social justice through 8 policy sectors* (2<sup>nd</sup> edition). Sage.
- Jansson, B. (2018). *Reluctant welfare state* (9th edition). Brooks Cole Wadsworth Learning.

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Karger, H.J., & Stoesz, D. (2018). *American social welfare policy: A pluralist approach* (8<sup>th</sup> edition). Pearson.

Land, S. (2019). *Maid: Hard work, low pay, and a mother's will to survive*. Hachette Books.

Larkin, H., Aykanian, A., & Streeter, C. (Eds.). (2019). *Homelessness prevention and intervention in social work: Policies, programs, and practices*. Springer.

Lippy, P. (2020). *The lobbying strategy handbook: 10 steps to advocating any cause effectively* (2<sup>nd</sup> edition). Sage.

NAW Press. (2015). *Social work speaks, 12<sup>th</sup> edition: NASW policy statements*. Author.

Popple, P. (2018). *Social work practice and social welfare policy in the U.S.: A history*. Oxford University Press.

Popple, P.R., & Leighninger, L. (2018). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (7<sup>th</sup> edition). Pearson.

Rank, R., Eppard, L.M., & Bullock, H. (2021). *Poorly understood: What America gets wrong about poverty*. Oxford University Press.

Secombe, K. (2015). *So you think I drive a Cadillac?* (4<sup>th</sup> edition). Pearson.

Smith, C.F. (2018). *Writing public policy: A practical guide to communicating in the policy-making process* (5<sup>th</sup> ed.). Oxford University Press.

Stern, M. & Axinn, J. (2017). *Social welfare: A history of the American response to need* (9<sup>th</sup> edition). Pearson.

Weible, C.M., & Sabatier, P.A. (Eds.). (2017). *Theories of the policy process* (4<sup>th</sup> edition). Westview Press.

#### Suggested websites

Brookings Institution [www.brook.edu](http://www.brook.edu)

Center for the Study of Social Policy <http://www.cssp.org>

Center on Budget and Policy Priorities [www.cbpp.org](http://www.cbpp.org)

Center for Law and Social Policy [www.clasp.org](http://www.clasp.org)

Center for Research on Child Well-being <http://crcw.princeton.edu>

Children's Defense Fund [www.childrensdefense.org](http://www.childrensdefense.org)

Child Welfare Information Gateway <https://www.childwelfare.gov/>

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Kaiser Family Foundation [www.kff.org](http://www.kff.org)  
Institute for Research on Poverty [www.ssc.wisc.edu/irp](http://www.ssc.wisc.edu/irp)  
Mathematica Policy Research [www.mathematica-mpr.com/](http://www.mathematica-mpr.com/)  
MRDC [www.mdrc.org](http://www.mdrc.org)  
National Association of Social Workers/Texas Chapter <http://www.naswtx.org/>  
National Association of Social Workers <http://www.socialworkers.org/>  
National Indian Child Welfare Association (NICWA) [www.nicwa.org](http://www.nicwa.org)  
Pew Hispanic Center <http://www.pewhispanic.org>  
RAND Corporation <http://www.rand.org/>  
Urban Institute [www.urban.org](http://www.urban.org)

Texas Policy Advocacy Research Organizations and Resources

Center for Public Policy Priorities <http://forabettertexas.org/>  
Texas Legislative Reference Library <http://www.lrl.state.tx.us/index.cfm>  
Texas House Research Organization <http://www.hro.house.state.tx.us/>  
Texas Senate Research Center <http://www.senate.state.tx.us/src.php>

Federal Government sites websites

Bureau of Labor Statistics [www.bls.gov](http://www.bls.gov)  
Congressional Budget Office [www.cbo.gov](http://www.cbo.gov)  
United States Census Bureau [www.census.gov](http://www.census.gov)  
United States Department of Agriculture ([www.usda.gov](http://www.usda.gov))  
United States Department of Health and Human Services ([www.dhhs.gov](http://www.dhhs.gov))  
United States Department of Housing and Urban Development ([www.hud.gov](http://www.hud.gov))  
United States Food and Nutrition Service (<https://www.fns.usda.gov/>)  
United States House of Representatives <http://www.house.gov/>  
United States Senate <http://www.senate.gov/>  
United States Women's Bureau <https://www.dol.gov/agencies/wb>  
Find a bill or law [www.congress.gov](http://www.congress.gov)