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

Course Number:	SW 323K	Instructor:	Robert Ambrosino, Ph.D.
Unique Number:	61285	Email:	Robert.ambrosino@utexas.edu
Semester:	Fall 2022	Office:	On-line (see hours below)
Meeting Time/Place:	MW	Office Phone:	(210) 268-9043
	9:30am – 11:00 am	Office Hours:	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 (9:30 am – 11:00 am) on **Wednesdays only.**

Social Welfare Programs, Policies, and Issues

I. STANDARDIZED COURSE DESCRIPTION

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. In this course you will learn about the historical, political, economic, and other social conditions that influence policy development in the United States. The impact of racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status is also explored. Policy areas discussed in this class are those in which social workers play major roles including health care, income insecurity, safety net programs and those impacting people with vulnerabilities. In this course, you will learn to use policy analysis tools and related theories to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy through advocacy.

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.

Prerequisites: Course credit for GOV310L and 3 hours of core history and 3 hours of economics.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course students will be able to:

1. Understand significant historical events, movements and people who have influenced the field of social work and social welfare policy.
2. 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, including racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities and tribal sovereign status, have been addressed.
3. Understand the policies that form the foundation of social welfare policy in the U.S. in major policy areas, including health care, poverty and social insurance and safety net programs.
4. Understand the roles of social workers in the formation of social policy and the effects of social policies on social work practice.
5. Discuss trends in comparative international social welfare and human rights policy.
6. Analyze the connections between the history and contemporary structures of social policy and the value systems and paradigms that drive social change.
7. Analyze basic principles and critiques of various policy related theories, perspectives, and practices, including, but not limited to, perspectives from ecological systems theory, strengths-based perspective, critical race theory, social structural theories, feminist theory, and theories with anti-racism and anti-oppressive focus, with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.
8. Using a social justice lens, identify behaviors and beliefs that perpetuate racist and oppressive policies and suggest strategies for change.
9. Demonstrate policy advocacy skills including the construction of effective advocacy statements.
10. Create a policy analysis around a research question and analysis of existing knowledge and research relevant to the question that includes: a) conclusion(s) that logically follows from the inquiry findings; b) a critique the inquiry process, an outline of the limitations of conclusions or results, and directions for future inquiry; and c) implications of the research and its translation to practical applications.

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 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) 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* (8th edition). Brooks- Cole Cengage Learning.

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

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

V. COURSE REQUIREMENTS

<u>**Assignment #1**</u> – Policy analysis (*50% 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 (15% of assignment grade))

<u>Background and description of problem/issue</u>

- 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

<u>Historical background of problem/issue</u>

- 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 (15% of assignment grade)

<u>Analysis of the problem/issue</u>

- 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 (15% of assignment grade)

<u>Conclusions</u>

- 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

<u>Recommendations</u>

- 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 assignment 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.

<u>Bibliographic References</u>

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

The student's proposed policy analysis topic is due on **<u>August 29</u>**. 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 **<u>September 21, October 19</u>**, and **<u>November 16</u>**, respectively. Final revisions of all three installments are due on **<u>November 30</u>** (last day of class).

<u>Assignment #2</u> – 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 policy brief assignment is due on **November 30** (last day of class).

Assignment #3– Opinion editorial (*15% of course grade*)
Students will team up in task 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 task group 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 students 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 provided by the course instructor 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 submit it for
  possible publication.

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 date for the op-ed assignment is **November 9**.

Assignment #4 – book analysis (*15% of course grade*)
Each student will read the *Dear America* book by Jose Antonio Vargas and respond to the
following prompts:

- 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 date for the book analysis is **October 5**.

A summary of course assignments and their respective due dates is shown in the table
immediately below.

	Assignment	Due Date	% of Course Grade
1	**Policy analysis**		**50%**
	Proposed topic	8/29	-
	Installment I (draft)	9/21	15%
	Installment II (draft)	10/19	15%
	Installment III (draft)	11/16	15%
	Installments I, II, and III (revisions only)	11/30	5%
2	**Policy brief**		**20%**
		11/30	20%
3	**Opinion editorial ("common assignment")**		**15%**
	Completed and submitted for possible publication	11/9	15%
4	**Book analysis**		**15%**
		10/05	15%
	Total	-	100%

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

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: Students may use communications devices such as laptop and notebook computers and smart phones to support classroom learning. Use of such devices for other purposes is discouraged as it may detract from the learning experience.

Class Attendance Policy: Class attendance is critical to maintaining an active learning community and a dynamic learning environment. Therefore, it is expected that students will attend all classes. Students are to inform the instructor in advance (if possible) if they will not be attending class as well as the reason for the absence.

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 ne 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)
August			
8/22	Asynchronous Learning (no class) ▪ Getting started ▪ Development of social welfare policy ▪ Four-factor framework for policy analysis ▪ Why Texas is considered to be a reluctant welfare state	Canvas ▪ Getting Started Module ▪ 8/22 pages of August Module	
8/24	Zoom Class ▪ Welcome ▪ Review of course assignments ▪ Instructor commentary on topics covered on 8/22 ▪ Respond to student questions about topics covered on 8/22 ▪ In-class application exercise	Canvas ▪ 8/24 pages of August Module	
8/29	Asynchronous Learning (no class) ▪ Becoming a motivated policy advocate ▪ Policy advocacy skills and competencies	Canvas ▪ 8/29 pages of August Module	**Policy analysis topic**
8/31	Zoom class ▪ Instructor commentary on topics covered on 8/29 ▪ Respond to student questions about topics covered on 8/29 ▪ In-class application exercise	Canvas ▪ 8/31 pages of August Module	

Date	Topic	Readings	Assignment(s)
September			
9/5	Asynchronous Learning (no class) ▪ Preparing a policy brief ▪ Finding and tracking legislation	Canvas 9/5 pages of September Module	
9/7	Zoom class ▪ Instructor commentary on topics covered on 9/5 ▪ Respond to student questions about topics covered on 9/5 ▪ In-class application exercise	Canvas 9/7 pages of September Module	
9/12	Asynchronous learning (no class) ▪ Analyzing problems is the first step of policy analysis	Canvas 9/12 pages of September Module	
9/14	Zoom class ▪ Instructor commentary on topic covered on 9/12 ▪ Respond to student questions about topics covered on 9/12 ▪ In-class application exercise	Canvas 9/14 pages of September Module	
9/19	Asynchronous learning (no class) ▪ What is branding and why is it important to policy advocacy? ▪ Branding a policy advocacy campaign	Canvas ▪ 9/19 pages of September module ▪ Examples of policy advocacy campaign brands ▪ YouTube clips depicting commercial branding campaigns	
9/21	Zoom class ▪ Instructor Commentary on topics covered on 9/19 ▪ Respond to student questions about topics covered on 9/19 ▪ In-class application exercise	Canvas 9/21 pages of September Module	**Installment I of policy analysis assignment**

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Date	Topic	Readings	Assignment(s)
9/26	Asynchronous learning (no class) ▪ The importance of collaboration in developing and implementing a policy advocacy campaign	Canvas 9/26 pages of September module	
9/28	Zoom class ▪ Instructor commentary on topics covered on 9/26 ▪ Respond to student questions about topics covered on 9/26 ▪ In-class application exercise	Canvas 9/28 pages of September Module	
October			
10/3	Asynchronous learning (no class) ▪ Using a logic model in policy advocacy	Canvas ▪ 10/3 pages of October Module ▪ Various materials on creating logic models	
10/5	Zoom class ▪ Instructor Commentary on topics covered on 10/3 ▪ Respond to student questions about topics covered on 10/3 ▪ In-class application exercise	Canvas 10/5 pages of September Module	***Dear America book analysis***
10/10	Asynchronous learning (no class) ▪ How a bill becomes a law in Texas	Canvas ▪ 10/10 pages of October Module ▪ Selected reference materials from the Texas Legislative Library	
10/12	Zoom class ▪ Instructor Commentary on topics covered on 10/10 ▪ Respond to student questions about topics covered on 10/10 ▪ In-class application exercise	Canvas 10/12 pages of October Module	

Date	Topic	Readings	Assignment(s)
10/17	Asynchronous learning (no class) ▪ Stakeholder identification and relationship building ▪ Creating a stakeholder involvement plan	Canvas ▪ 10/17 pages of October module ▪ Sample stakeholder involvement plan	
10/19	Zoom class ▪ Instructor Commentary on topics covered on 10/17 ▪ Respond to student questions about topics covered on 10/17 ▪ In-class application Exercise	Canvas 10/19 pages of October Module	**Installment II of policy analysis assignment**
10/24	Asynchronous learning (no class) ▪ Policy advocacy in the global arena	Canvas 10/24 pages of October Module	
10/26	Zoom class ▪ Instructor commentary on topics covered on 10/24 ▪ Respond to student questions about topics covered by 10/24 ▪ In-class application Exercise	Canvas 10/26 pages of October Module	
10/31	Asynchronous learning (no class) ▪ Understanding the ecology of policy in government, electoral, community, and agency settings ▪ Power tools of policy advocacy	Canvas 10/31 pages of October Module	

Date	Topic	Readings	Assignment(s)
November			
11/2	Zoom class ▪ Instructor commentary on topics covered on 10/31 ▪ Respond to student questions about topics covered by 10/31 ▪ In-class application exercise	Canvas 11/2 pages of November Module	
11/7	Asynchronous learning (no class) • Developing political strategy and putting it into action	Canvas 11/7 pages of November Module	
11/9	Zoom class ▪ Instructor commentary on topics covered on 11/7 ▪ Respond to student questions about topics covered by 11/7 ▪ In-class application exercise	Canvas 11/9 pages of November Module	**Op-ed**
11/14	Asynchronous learning (no class) ▪ Providing testimony to policy-making bodies	Canvas 11/14 pages of November Module	
11/16	Zoom class ▪ Instructor commentary on topics covered on 11/14 ▪ Respond to student questions about topics covered by 11/14 ▪ In-class application exercise	Canvas 11/16 pages of November Module	**Installment III of policy analysis assignment**
11/21 and 11/23	Fall break/Thanksgiving holiday (**No classes**)		
11/28	Asynchronous learning (no class) • Importance of public speaking skills	Canvas 11/28 pages of November Module.	

Date	Topic	Readings	Assignment(s)
11/30	Zoom class (last day of class) ▪ Instructor commentary on topics covered on 11/14 ▪ Respond to student questions about topics covered by 11/14 ▪ Policy action forecast	Canvas 11/30 pages of November Module.	**Policy brief** **Installment I-III revisions**

X. BIBLIOGRAPHY

Additional readings

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Suggested websites
Brookings Institution www.brook.edu
Center for the Study of Social Policy http://www.cssp.org
Center on Budget and Policy Priorities www.cbpp.org
Center for Law and Social Policy www.clasp.org
Center for Research on Child Well-being http://crcw.princeton.edu
Children's Defense Fund www.childrensdefense.org
Child Welfare Information Gateway https://www.childwelfare.gov/

Kaiser Family Foundation www.kff.org
Institute for Research on Poverty www.ssc.wisc.edu/irp
Mathematica Policy Research www.mathematica-mpr.com/
MRDC 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
Pew Hispanic Center http://www.pewhispanic.org
RAND Corporation http://www.rand.org/
Urban Institute 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
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Bureau of Labor Statistics www.bls.gov
Congressional Budget Office www.cbo.gov
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United States Department of Agriculture (www.usda.gov)
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United States Department of Housing and Urban Development (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