

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

Course Number:	SW 393T23	Instructor:	Alison Mohr Boleware, LMSW (she/her)
Unique Number:	61710	Email:	Alison.boleware@austin.utexas.edu
Semester:	Fall 2022	Office:	3.104A
Meeting Time/Place:	Wednesdays 2:30-5:30 pm SSW 2.130	Office Phone:	512-471-2988* <i>*Leave voicemail if no answer</i>
		Office Hours:	Wednesdays, 1:15-2:15 pm
			<i>Other time by appointment</i>

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

Students are expected to build their capacity 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, accounting for 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 to promote social and economic justice for world populations.

III. TEACHING METHODS

This course is meant to prepare you to engage in policy practice as a social worker. Each class will cover a policy practice and a theory, with materials supporting that week's content. Each student brings their own experiences, preferences and strengths, so many opportunities will be provided for student interaction and robust conversation. As such, we will utilize the following to simulate a working policy environment from a social work lens through these primary teaching/learning approaches:

- Discussion-Based Learning: guest speakers, class discussions, and Liberating Structure exercises to ensure all voices are heard
- Experiential Learning: small group activities, modelling, and practical exercises
- Learning policy practice skills: assignments, presentations, and materials

Canvas will serve as the learning platform for this course, including communication between students and the course instructor. The course Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page (www.utexas.edu/its/help) or at 475-9400 is available to assist students with Canvas-related questions.

IV. REQUIRED TEXT AND MATERIALS

In hopes of creating a more equitable class environment, there will be no required textbook and no content will require payment to obtain. This course uses a variety of materials that will be available through Canvas in advance, including academic articles, news articles, podcasts, and videos. Some of the materials include personal opinions of the hosts and guests and belong to the host and guests alone.

All materials will be available through Canvas in advance of the class and students are encouraged to review materials prior to each class. As a masters level class, it is expected that you come prepared to class having read all of the materials and ready for meaningful discussion.

V. COURSE REQUIREMENTS

The class assignments are structured to build on one another from a foundation of basic policy knowledge through Assignment #1. Assignments #2, #3, and #4 will be conducted as a group project. All groups will be chosen on the first day of class by student and will remain the same throughout the semester. All students will individually submit Assignment #5, a reflection of the course after all other assignments are due.

Assignment #1: Basic Policy Materials: Bill One Pager and Bill Analysis (15%)

Students will individually draft a bill one pager and a bill analysis choosing from three bills offered to the class. Detailed instructions and examples will be available on Canvas.

**Done individually*

Group Assignments

Assignments #2, #3, and #4 will be conducted as a group, on a legislative initiative chosen by the group. All three assignments build on content covered in class, so materials and class attendance are important to build skills for these assignments.

- **Assignment #2: Talking Points and Branding Overview (25%)**

Each group will draft talking points and a branding overview on their chosen legislative initiative. Detailed instructions and examples will be available on Canvas.

**Done as a group*

- **Assignment #3: Advocacy Strategy (25%)**

Each group will draft an advocacy strategy and be ready to share with the class for feedback and discussion. Detailed instructions and examples will be available on Canvas.

**Done as a group*

- **Assignment #4: Final Presentation: Committee Testimony or Media Interview (25%)**

Each group will present before the class *either* committee testimony *or* a media interview using questions provided ahead of time. Detailed instructions and examples will be available on Canvas.

**Done as a group*

Assignment #5: Reflection (10%)

Self-awareness and reflection is essential to engaging in the policy space as a social worker. Each student will draft a reflection paper using the prompt on Canvas.

**Done individually*

Assignment	Due Date	Percentage of Grade
Assignment #1: Basic Policy Materials: Bill One Pager and Bill Analysis	9/14/22	15%
Assignment #2: Talking Points and Branding Overview	10/12/22	25%
Assignment #3: Advocacy Strategy	10/26/22	25%
Assignment #4: Final Presentation: Committee Testimony or Media Interview	11/30/22	25%
Assignment #5: Reflection Paper	12/2/22	10%

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

- **Class Agreement:** On the first day of class, we will decide on our Class Agreement for respectful engagement and collaboration. Each student is expected to abide by the agreement throughout the semester. If anything comes up regarding the agreement, please reach out to me to discuss.
- **Respectful Dialogue:** This class depends on meaningful discussion of reading material and students' critical thinking and "learning in public". Students' analytical thoughts and respectful opinions are welcome, but disrespectful language will not be tolerated. Students are expected to participate in co-creating the Class Agreement during the first class, and hold each other accountable to those ground rules.
- **Health & Wellbeing:** Some subjects in this class could be triggering or hard to hear. Please practice meaningful self-care and lean on supportive resources when needed. More information is found in the University Policies section of the syllabus.
- **Course modifications:** Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class, e-mail, and Canvas.
- **Electronic devices:** Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.
- **Breaks:** Each class will have a 15-minute break during the class, exact time will depend on class material and speaker availability.
- **Attendance:** Your presence is necessary for everyone's success in this course. You are allowed to miss three class meetings. Any absence after the third may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.
- **Bonus points:** There will be opportunities to receive bonus points throughout the semester, including attending virtual and in-person events.
- **Classroom Maintenance:** Please dispose of trash and return chairs and desks before leaving the classroom.

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.

GRADING SCALE

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

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
8/24/22	Introductions, Course Overview, and More	n/a	Course Syllabus
8/31/22	Policy Basics: Definitions, Processes, and Materials Theory: Policy Feedback Theory	n/a	LISTEN: “Voting & Legislative Advocacy – Dawn Brown, MSW” by Doin’ the Work podcast
9/7/22	Texas Legislature 101	n/a	WATCH: “Texas Legislature Explained” video by The Daily Texan

			WATCH: “Committee Assignments Spark Joy and Heartbreak Alike” by the Texas Tribune
9/14/22	Grassroots Advocacy: Coalition Building, and Campaigns Theory: Advocacy Coalition Framework	Assignment #1: Basic Policy Materials: Bill One Pager and Bill Analysis	Coalition-Building Primer by Oak Ridge Institute for Science and Education Prevention Institute: The Eight Steps to Effective Coalition Building
9/21/22	State Agencies: Structure, Purpose, and Challenges Theory: Institutional Analysis Theory	n/a	“The Institutional Analysis: Uncovering Pathways to Improving Public Systems & Interventions for Children and Families” by Kristen Weber & Sarah Morrison Optional: “Foster kids who age out of the system in Texas face new challenges as young adults” by Texas Tribune on YouTube
9/28/22	Advocacy Strategy Theory: Multiple Streams Theory	n/a	Policy Decision Modeling with Fuzzy Logic, Chapter 4: Multiple Streams Theory (pg. 35-44) by Ali Guidara Optional: “On the Defensive: How Policy Changes Impact Queer Mental Health” by Into the Fold podcast
10/5/22	In and Around the Capitol: Legislators, Staff, Advocates, and Lobbyists Theory: Punctuated Equilibrium Theory	n/a	Chapter 3: Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking by Sabatier & Weible (pg. 59-68)

10/12/22	Legislative Visits and the State Budget	Assignment #2: Talking Points and Branding Overview Document Due	NASW-TX Advocacy Toolkit, pg. 10-11 Every Texan Texas Budget Infographic
10/19/22	Voting, Elections, and Social Work Values	n/a	“Texas Legislature Explained: Voting Restrictions” video by the Texas Tribune
10/26/22	Advocacy Strategy Discussion Activity: Legislative Visit Exercise	Assignment #3: Advocacy Strategy Due in Class and will be discussed in class	n/a
11/2/22	Work Day – No Class	n/a	n/a
11/9/22	Policy Topics: Local & State*	n/a	TBD
11/16/22	Policy Topics: Federal* Prep for Final Presentations	n/a	TBD
11/23/22	**Fall Break – No Class**	n/a	n/a
11/30/22	Final Presentations* *Location TBD	Assignment #4: Presentations Due in Class	n/a
12/2/22		Assignment #5: Reflection Papers Due	
	<i>*Students will vote on topics on the first day of class</i>		

X. ADDITIONAL REFERENCES

Additional references are updated on a regular basis. All such references, including those used directly for class activity, will be posted to the course Canvas site.

XI. BIBLIOGRAPHY

<p>Week 2</p> <p>LISTEN: “Voting & Legislative Advocacy – Dawn Brown, MSW” by Doin’ the Work podcast https://dointhework.podbean.com/e/voting-and-legislative-advocacy-dawn-brown-msw/</p>
<p>Week 3</p> <p>WATCH: “Texas Legislature Explained” video by The Daily Texan https://www.youtube.com/watch?v=-Wa7S5Ab8UA</p> <p>WATCH: “Committee Assignments Spark Joy and Heartbreak Alike” by the Texas Tribune https://www.youtube.com/watch?v=hfpUiUIlzgk</p>
<p>Week 4</p> <p>“Coalition-Building Primer” by Oak Ridge Institute for Science and Education https://www.orau.gov/hsc/cdcynergy30/ba/Content/activeinformation/resources/Coalition_Building_Primer.pdf</p> <p>Prevention Institute: The Eight Steps to Effective Coalition Building https://www.preventioninstitute.org/sites/default/files/uploads/1PGR_8%20Steps%20to%20Coalition%20Building_web_020105.pdf</p>
<p>Week 5</p> <p>“The Institutional Analysis: Uncovering Pathways to Improving Public Systems & Interventions for Children and Families” by Kristen Weber & Sarah Morrison https://cssp.org/wp-content/uploads/2018/08/IA-Methodology-web.pdf</p> <p>Optional:</p> <p>WATCH: “Foster kids who age out of the system in Texas face new challenges as young adults” by Texas Tribune on YouTube https://www.youtube.com/watch?v=PDameVn7CDM</p>
<p>Week 6</p> <p><i>Policy Decision Modeling with Fuzzy Logic</i>, Chapter 4: Multiple Streams Theory (pg. 35-44) by Ali Guidara https://link-springer-com.ezproxy.lib.utexas.edu/content/pdf/10.1007/978-3-030-62628-0.pdf</p> <p>Optional:</p>

LISTEN: “On the Defensive: How Policy Changes Impact Queer Mental Health” by Into the Fold podcast

<https://hogg.utexas.edu/podcast-policy-changes-queer-mental-health>

Week 7

Theories of the Policy Process by Paul A. Sabatier & Christopher M. Weible, Chapter 3: Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking (pg. 59-68)

<https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/detail.action?docID=1181620&pq-origsite=primo#>

Week 8

NASW-TX Advocacy Toolkit, pg. 10-11

https://cdn.ymaws.com/www.naswtx.org/resource/resmgr/Advocacy_Toolkit_NASWTX.pdf

Every Texan Texas Budget Infographic

https://everytexan.org/images/BT_2014_TexasBudgetCycle_Infographic.pdf

Week 9

WATCH: “Texas Legislature Explained: Voting Restrictions” video by the Texas Tribune

<https://www.youtube.com/watch?v=LAzdAu-JR0I>