

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

<b>Course Number:</b>	SW 323K	<b>Instructor:</b>	Ariel (Air) Britt, MSW
<b>Unique Number:</b>	60710	<b>Email:</b>	ariel.britt@austin.utexas.edu
<b>Semester:</b>	Spring 2023	<b>Office:</b>	
<b>Meeting Time/Place:</b>	T/TH	<b>Office Phone:</b>	512-222-9717
	12:30 pm – 2:00 pm	<b>Office Hours:</b>	by appointment only
	SSW 1.214		

**Social Welfare Program, Policy & Issues**

**I. 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. COURSE OBJECTIVES

Upon completion of this course, you 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. 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 (e.g. discussion, lecture, and 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.

Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online. The class 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](http://www.utexas.edu/its/help)) or at 475-9400 is available to assist students with Canvas-related questions. Students can access computers through the Learning Resource Center located on the first floor of the social work building.

### IV. REQUIRED TEXT AND MATERIALS

There is no textbook for this course. All course materials will be assigned and available to you via Canvas.

### V. COURSE REQUIREMENTS

#### **Class Participation (10%)**

Collaborative exercises and discussions are the essence of this course and the heart of the learning process. Therefore, an essential component of this course is your regular attendance and active participation in class discussions.

Class Participation includes the following:

1. Class attendance unless absence is approved in advance (***students must email in advance if they need to miss class***)
2. Preparation for class – readings are completed, and you are ready to discuss the topic
3. Participation in the discussion
4. Contribution to the discussion
  - If you agree or disagree with particular concept, be prepared to discuss why
5. Practice professionalism, courtesy, civility and respect for fellow students, professor and guest speakers.

#### **Assignments (90%)**

##### **Assignment #1 – Policy Project (60% 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 break into groups of 4-6 students to 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. The

Policy Project includes three parts: I) topic selection; II) literature review; and III) policy brief. Parts I and II will be individual assignments, but Part III will be completed as a group. A draft for Part III will be due during the semester, with the final project due on the last day of class.

**I. Part I – Topic Selection for Policy Brief (5pts) Due: 1/24/23**

Choose a federal, state, or local policy related to social welfare. For this assignment, you will provide a brief, typed description (3-5 sentences) of the social welfare policy topic your group is interested in pursuing for your policy brief. It is important to choose a policy as soon as possible so you can get started on reviewing the literature related to your policy early in the course. If you submit the assignment **by the start of class on the due date**, you will receive full credit. This assignment will directly inform Parts II and III.

**II. Part II – Literature Review for Policy Brief (25pts) Due: 2/9/23**

To develop an effective policy brief, it is important to have a thorough understanding of the literature related to the policy topic. Based on Part I, you will *individually* write a literature review paper on your group's policy topic. Your paper should be approximately 6-8 pages in length. Obtain as much relevant information about the policy as necessary for you to gain a thorough understanding of the key issues involved. In developing your literature review paper, use the following questions as a guide:

- What is the problem? Who are those affected by the problem?
- What is the current or pending policy directed toward alleviating the problem? Is it a local, state, or federal policy? What is the background/history of the policy (e.g., funding, objectives, current political perspectives)?
- What are strengths and weaknesses of the policy?
- What are the implications for social work? (e.g., intended versus unintended consequences)

Your paper should be typewritten and follow APA guidelines, including a cover page, proper headings and citations.

**Criteria for evaluation of paper:**

**Content:** overview and explanation of problem and policy or proposed policy; strengths and weaknesses of policy or proposed policy; implications for social work; and use of literature appropriately and effectively, providing sufficient evidence and explanation to support your ideas (10 points)

**Organization and logic:** logical structure and flow of information with sentences that are clearly structured and focused; use of transitional sentences to connect ideas and help readers understand the logic of how your ideas fit together; and overall ease of reading (10 points)

**Mechanics and editorial format:** grammar, spelling, APA style (5 points)

**III. Part III – Policy Brief (30pts)**

Based on Parts I and II, your group will prepare a policy brief that includes a brief historical analysis of the topic. The policy brief is an important tool used by policy advocates to convince policymakers to take a specific course of action. Simply said, a policy brief is a succinct presentation of a problem or issue, its context and recommended action(s). The document should be 4-6 pages in length.

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.

As you complete this assignment, think of yourselves as folks with expert knowledge in an advisory position to public officials on this issue. The policy brief should reflect your responsibility to educate and make recommendations regarding a social policy issue to a federal, state, or local substance use policy/advocacy committee or individual lawmakers.

The Policy Brief should address the following:

Background and description of problem/issue

- Nature and scope of problem/issue (be sure to include relevant statistics)
- Population(s) affected by the problem/issue and in what ways (breadth and depth of the impact of the issue)

Historical background of problem/issue

- Historical roots of the problem/issue
- Value premises or ideological assumptions that underlie the problem/issue and how these have changed over time
- Key events in history that have had an impact on the problem/issue
- Major stakeholders throughout history that had an impact on the problem/issue and the role(s) played by each stakeholder

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 legislation has been just and democratic, extent 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

The policy brief completed for this assignment will 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/
  - Root cause(s) of problem/issue
  - Key actions/events in history that have had an impact on the problem/issue
  - Consequences of failing to take action
4. Critique of policy actions taken to date (if appropriate)
5. Recommendation/Demands
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.

**Criteria for evaluation of paper:**

**Content:** historical overview and explanation of problem and policy or proposed policy; strengths and weaknesses of policy or proposed policy; implications for social work; and use of literature appropriately and effectively, providing sufficient evidence and explanation to support your ideas (15 points)

**Organization and logic:** logical structure and flow of information with sentences that are clearly structured and focused; use of transitional sentences to connect ideas and help readers understand the logic of how your ideas fit together; and overall ease of reading (10 points)

**Mechanics and editorial format:** grammar, spelling (5 points)

The date for submitting the draft policy brief is **March 9**. Your group will receive feedback on your draft with sufficient time to make edits before the final version is due at the end of the semester.

**Assignment 2: Advocacy Project (30%)**

**I. Part I – Op-Ed (20pts)**

Students will team up with classmates 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, 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. The team of three students will familiarize themselves with the relevant materials on how to draft an op-ed. These materials will be in a folder titled "Op-Ed" on Canvas. Time in class will be dedicated to teaching you how to write an op-ed piece and presenting it to the class at the end of the semester. Students are required to complete the one-page Key Aspects of an Effective Op-Ed form comparing published op-ed pieces.

Requirements:

- The op-ed should be between 500 to 750 words, single spaced, and 1 and 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.

The date for submitting the draft op-ed is **April 4**. Your group will receive feedback on your draft with sufficient time to make edits before the final project is due at the end of the semester.

**Criteria for evaluation of the op-ed:**

- Clarity and timely completion of the assignment.
- Provide a hard copy of the email sent to the editor.

**II. Part II: Testimony (10pts)**

The ability to provide testimony to a 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 policy decisions and is a public advocacy statement. **Individually**, students will write and present a 3-minute testimony that relates to the problem/issue addressed by their advocacy project. Guidance on completing the testimony will be provided in class and sample testimonies will be posted on the course Canvas site.

Each student will present their testimony to the class as part of final presentations.

**VI. 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

**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. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken at the *beginning* of the class throughout the semester. It is the students' responsibility to ensure that they have signed the attendance sheet.

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 medical illness or family emergencies. Penalties for late assignments will factor into the grade achieved for the assignment.

**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.

**DISABILITY ACCOMODATION STATEMENT.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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

**SYLLABUS CHANGES.** While the overall structure of the syllabus will remain the same, there may be slight changes to reading assignments, updates to guest speakers and the class schedule throughout the course of the semester. Changes will be announced in advance on the Canvas site and the syllabus will be updated to reflect any changes. As this is an evolving area of social work, timely news articles and materials that will inform class discussion may be sent out from time to time. Thank you for your flexibility in accommodating these changes.

Date	Topic	Readings	Assignment(s)
	Week 1		
Jan 10	<p><b>I'm glad you're here!</b></p> <p>Introductions</p> <p>Class schedule and COVID precautions</p> <p>Review of course assignments</p>	None!	
Jan 12	<p><b>Setting up our lens</b></p> <p>What is the role the of a social worker in creating social change?</p> <p><i>group exercise:</i> consider and discuss: 1) personal work styles/preferences and 2) social issues/problems of interest for project</p>	<p><u>Readings:</u></p> <p><a href="#">NASW Code of Ethics</a></p> <p>Saylor Foundation, <a href="#">Social Problems: Continuity and Social Change – Chapter 1</a></p> <p><u>Listen:</u></p> <p>Podcast: On Being with Krista Tippett, <a href="#">America Ferrera and John Paul Lederach: How Change Happens. In Generational Time</a></p>	
	Week 2		
Jan 17	<p><b>Historical foundations of social welfare in the U.S. (I)</b></p> <p>Overview of historical events that shaped the development of social welfare policies and programs in the U.S</p>	<p><u>Readings:</u></p> <p>DiNitto, D. &amp; Johnson, D (2013), <a href="#">Social Welfare Policy: Overview</a></p> <p><u>Watch:</u></p> <p><a href="#">The Oppressive Origins of Social Work</a></p> <p><u>Listen:</u></p> <p>NPR, <a href="#">How the New Deal Art Redefined America</a></p>	
Jan 19	<p><b>Historical Foundations of social welfare in the U.S. (II)</b></p> <p>Competing societal values, beliefs and ideologies of which influenced the</p>	<p><u>Readings:</u></p> <p>Brown, H., et al (2017), <a href="#">Logics of Redistribution: Determinants of Generosity in Three U.S. Social Welfare Programs</a></p> <p><u>Listen:</u></p>	

Date	Topic	Readings	Assignment(s)
	development of social welfare policies and programs in the U.S.	Podcast: <a href="#">America's forgotten history of Mexican-American 'repatriation'</a>	
	Week 3		
Jan 24	<b>Analyzing social welfare policies (I)</b>  Frameworks for policy analysis  How do social workers develop a strengths perspective policy perspective?	<u>Readings:</u>  Lewis, M., et al. (2020), <a href="#">Strengths Perspective Policy Practice: Conceptual Underpinnings, Development, and Next Steps</a>  <u>Watch:</u>  <a href="#">Part 1: Gilbert &amp; Terrell, Policy Analysis Framework, Chapter 3</a>	<b>Assignment 1 Part I Due at 12:29pm</b>  <b>Topic Selection</b>
Jan 26	<b>Analyzing social welfare policies (II)</b>  <i>88<sup>th</sup> Texas Legislative Session:</i>  <i>In class exercise:</i> Identifying a bill:  <a href="https://capitol.texas.gov/">https://capitol.texas.gov/</a>  <a href="https://www.congress.gov/">https://www.congress.gov/</a>	<u>Readings:</u>  Friedman, M., <a href="#">Roles of Government in Behavioral Health</a>  The Texas Tribune, <a href="#">Texas Lt. Gov. Dan Patrick lays out 2023 legislative priorities</a>  NAMI-Texas, <a href="#">Public Policy Platform 2023-2024</a>  <u>Watch:</u> Schoolhouse Rock, <a href="#">I'm Just a Bill</a>  NASW TX, <a href="#">Texas Legislature Overview</a>	
	Week 4		
Jan 31	<b>Addiction and Recovery</b>  Guest Speaker (TBD)	<u>Readings:</u>  Von Greiff, N., et al. (2018), <a href="#">Supporting recovery in social work with persons having co-occurring problems – clients' and professionals' perceptions</a>  <u>Watch:</u> The Science of Addiction, <a href="#">Addiction and Neuroscience 101</a>	
Feb 2	<b>History of War on Drugs</b>	<u>Readings</u> White, W., <a href="#">Race and Class in Early Anti-drug Legislation in the United States</a>  NYT, <a href="#">The Real Opioid Emergency</a>  <u>Watch:</u> NYT, <a href="#">The War on Drugs Is an Epic Fail</a>  <u>Listen:</u> NPR, <a href="#">The War on Drugs: 50 Years Later</a>	

Date	Topic	Readings	Assignment(s)
	Week 5		
Feb 7	<b>Criminalization and Mass Incarceration: Drug Policies</b>	<p><u>Readings:</u></p> <p>Civil Eats, <a href="#">Op-ed: End the Lifetime Ban on SNAP for Felony Drug Convictions</a></p> <p>Health Affairs, <a href="#">Op-Ed: To Save Lives, Prioritize Treatment For Opioid Use Disorder In Correctional Facilities'</a></p> <p>Human Rights Watch, <a href="#">Every 25 Seconds The Human Toll of Criminalizing Drug Use in the United States</a></p> <p><u>Watch:</u> Last Week Tonight, <a href="#">Mandatory Minimums</a></p>	
Feb 9	<b>Writing for policy and advocacy audiences</b>	<p><u>Readings:</u></p> <p>ICPA, <a href="#">An Essential Guide to Writing Policy Briefs</a></p> <p><b>Some examples of briefs</b></p> <ul style="list-style-type: none"> <li>• Harvard Kennedy School. <a href="#">Policy Briefs</a></li> <li>• RAND Corporation. <a href="#">Research Briefs</a></li> <li>• OECD <a href="#">Policy Briefs</a></li> </ul>	<p><b>Assignment 1 Part II Due at 11:59pm:</b></p> <p><b>Literature Review</b></p>
	Week 6		
Feb 14	<b>Aging &amp; Social Welfare</b>  <i>Film: Gen Silent</i>	<p><u>Readings</u></p> <p>Cox, <a href="#">Social Policy for an Aging Society – Chapter 1</a></p> <p>DiNitto &amp; Choi (2017), <a href="#">Older adults and suicide</a></p>	
Feb 16	<b>Substance use policies and programs (I)</b>  Recovery Housing  Guest Speaker (TBA)	<p><u>Readings:</u></p> <p>NYT, <a href="#">Haven for Recovering Addicts Now Profits From Their Relapses</a></p> <p>Recovery People, <a href="#">Policy Brief: The Legal Path to Promoting Recovery Housing</a> and <a href="#">Policy Brief: Optimizing Texas Recovery Residences in Compliance with State and Federal Fair Housing Laws</a></p>	
	Week 7		
Feb 21	<b>Substance use policies and programs (II)</b>  Collegiate Recovery Programs  Guest Speaker (TBA)	<p><u>Readings:</u></p> <p>Laudet A. et al, (2014), <a href="#">Collegiate Recovery Communities Programs: What do we know and what do we need to know?</a></p> <p>Vest N., et al, (2022), <a href="#">A Socio-Ecological model for collegiate recovery programs.</a></p>	

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment(s)</b>
Feb 23	<b>Healthcare policies and programs (I):</b>  Maternal Health	<u>Readings</u>  Wilson Center, <a href="#">Policy Brief: Maternal Health</a>  <u>Watch</u>  The New Yorker and Retro Report, <a href="#">Bearing the Burden: Black Mothers in America</a>	
	Week 8		
Feb 28	<b>Healthcare policies and programs (II):</b>  Guest Speaker (TBA)	<u>Watch:</u>  <a href="#">The Waiting Room</a>	
Mar 2	<b>The role of stigma:</b>  How does stigma affect social welfare programs and policies?  How does it affect our own perceptions and what are we willing to work on?	<u>Readings:</u>  Cummings, J., et al. (2013), <a href="#">Addressing Public Stigma and Disparities Among Persons With Mental Illness: The Role of Federal Policy</a>  STAT, <a href="#">Op-Ed: Punishing drug use heightens the stigma of addiction</a>  <u>Watch:</u>  Addiction Policy Forum, <a href="#">What is Stigma?</a>	
	Week 9		
Mar 7	<b>Harm Reduction</b>  Guest Speaker (TBA)	<u>Readings/watchings:</u>  Springer, J et al (2022), <a href="#">Drug Paraphernalia Laws Undermine Harm Reduction: To Reduce Overdoses and Disease, States Should Emulate Alaska</a>  <u>Watch:</u> PBS, <a href="#">Do safe drug consumption site save lives?</a>  Last Week Tonight, <a href="#">Harm Reduction</a>	
Mar 9	<b>U.S. social welfare programs &amp; policies and International Comparisons:</b>	<u>Readings/watchings:</u>  Will be added to Canvas	<b>Assignment 1</b> <b>Part III draft due at 11:59pm:</b>  <b>Policy Brief</b>
	Week 10	<b>SPRING BREAK: NO CLASSES</b>	
	Week 11		
Mar 21	<b>Writing about policy for wider audiences</b>  op-eds	<u>Readings:</u> The Op-ed Project  Examples of op-eds will be added to Canvas	

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment(s)</b>
Mar 23	<b>Policy practice: influencing social policy</b>  What is participatory policy making?  <i>Group presentation meeting</i>	<u>Readings:</u>  Examples of campaign organizing tools will be added to Canvas  <a href="#">We Power Policy Toolkit</a>	
Week 12			
Mar 28	Giving and receiving feedback  groups receive and discuss policy brief feedback	<u>Readings:</u>  Your classmates policy briefs	
Mar 30	Communications – messaging, digital organizing, social media (I)	<u>Readings:</u>  The Opportunity Agenda, <a href="#">Vision, Values, Voice: A Communications Toolkit</a>	
Week 13			
Apr 4	Communications – messaging, digital organizing, social media (II)  Guest Speaker: TBD	<u>Readings:</u> Examples of digital communications and messaging will be added to Canvas	<b>Assignment 2 Part 1 draft due by 11:59pm</b>
Apr 6	Public speaking: the art of the public testimony (I)	<u>Readings/watchings:</u>  Will be added to Canvas	
Week 14			
Apr 11	<b>The Impact of Social Welfare Policy (I)</b>  Why is social welfare policy important to us?	<u>Readings/watchings:</u>  Will be added to Canvas	
Apr 13	<b>The Impact of Social Welfare Policy (I)</b>  Guest Speaker (TBD)	<u>Readings/watchings:</u>  Will be added to Canvas	
Week 15			
Apr 18	Presentations	None	
Apr 20	Presentations/Wrap up	Enjoy your summer!	<b>Assignment 1 Part III and Assignment 2 Parts I and II due</b>



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