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

Course Number:	SW 323K	**Instructor:**	Robert Ambrosino, Ph.D.
Unique Number:	61630	**Email:**	Robert.ambrosino@utexas.edu
Semester:	Fall 2023	**Office:**	On-line (see hours below)
Meeting Time/Place:	TTH	**Office Phone:**	(210) 268-9043
	12:30 pm – 2:00 pm	**Office Hours:**	TTH 10:30 am - noon and by appointment via Zoom

<u>Special Note</u>
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 (12:30 pm – 2:00 pm) on **Thursdays only, with the exception of the last full week of classes, during which class presentations will be held on both days** (Tuesday and Thursday).

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 (course text).

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

Desmond, M. (2023). *Poverty, by America.* Crown (book analysis).

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

V. COURSE REQUIREMENTS

Assignment #1 – Social Welfare Policy Advocacy Campaign – *50%* of course grade.
This assignment, to be completed in three parts, will involve creating a culturally-appropriate
policy advocacy campaign that focuses on a social welfare policy issue of significance to one or
more target groups. Students will work in task teams of 4-5 members each to complete the
assignment.

Task team assignments will be posted to the course Canvas site on **August 29** (a list of possible
issues/problems will be provided for task teams to consider when identifying the focus of its
policy advocacy campaign). Each team can choose an issue/problem from this list or come up
with one of their own. Teams that come up with an issue/problem of their own must obtain
approval of the course instructor <u>before</u> the team can proceed with that topic.

Detailed information about this assignment, including relevant due dates, is contained in the
attachment to this syllabus.

Student preferences regarding the issue/problem to be addressed by the policy advocacy
campaign are due on **August 29** (a list of possible issues/problems will be provided from which
students will be asked to identify their top three choices). Task team assignments will be posted
to the course Canvas site on August 31.

Parts I, II, and III of the assignment are due on **September 21**, **October 19**, and **November 16**,
respectively. The campaign portfolio is due on **November 30** (last day of class). Task group
presentations will take place on **November 28** and **November 30**.

Assignment #2 – book analyses (15% of course grade each, 30% total)
For this assignment, students will read the *Dirty Work* book by Eyal Press, the *Poverty by
America book* by Matthew Desmond, and the article on critical race theory (CRT) by Kolivoski,
Weaver, & Constance-Huggins and respond in <u>3 -5 pages</u> to the following:

• Identify the central issue or problem addressed by the book.
• Select three (3) of the tenets of CRT discussed in the article by Kolivoski, Weaver, &
    Constance-Huggins and apply each tenet selected to the central issue/problem addressed by the
    book.
• If you ruled the world, what policy or policies would you put in place to address the central
    issue/problem presented by the book?
• Identify at least *five* specific actions a social work advocate can play to address the central
    issue/problem addressed by the book.

The due dates for the *Dirty Work* and *Poverty, by America* book analyses are **9/28** and **10/31**,
respectively.

Assignment #3 – My greatest takeaway from completing the policy advocacy campaign
assignment (5% of course grade)
Students will briefly describe in one to two paragraphs their greatest takeaway from completing
the policy advocacy campaign assignment.

The due date for this assignment is **11/30** (last day of class).

Assignment #4 – Writing an opinion editorial (15% of course grade)
This assignment is what is referred to as the "common assignment" for this course. Students in
all sections of this course are required to complete this assignment.

Instructions for completing the assignment are shown below.

Students will team up with members of their policy advocacy campaign task team 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 are located in a folder titled "Op-Ed" on Canvas. Time in class will be dedicated to
teaching you how to write an op-ed piece, writing the op-ed and presenting it to the class.
Students are required to complete the one-page Key Aspects of an Effective Op-Ed form (also
included in the Op-ed folder on the course Canvas site) comparing published op-ed pieces.

Note - the completed op-ed assignment is to be submitted as part of the policy advocacy assignment portfolio due on the last day of class.

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 to the appropriate individual for possible publication.

Criteria for Evaluation
The rubric for grading the op-ed assignment can be found in both the Course Information page of the Getting Started module and in the Op-ed folder on the course Canvas site.

The due date for this assignment is **11/30** (last day of class). Note that the completed assignment is to be included in each task team's policy advocacy campaign portfolio.

The table below shows the due dates, percent of course grade, and relative weight for each class assignment.

		Assignment	Due Date	% Grade	Weight
1	Policy Advocacy Campaign			50%	-
		Part I	9/21	-	15%
		Part II	10/19	-	15%
		Part III	11/16	-	30%
		Campaign portfolio	11/30	-	30%
		Class presentations	11/28, 11/30	-	10%
2	Book Analyses			30%	-
		Dirty Work	9/28	-	15%
		Poverty, by America	10/31	-	15%
3	"Greatest Takeaway"		11/30	5%	-
4	Op-ed		11/30	15%	-
			Total	100%	-

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: 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.

Use of AI, API & References: The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this course for generating ideas, outlining an approach, or answering questions is permitted. However, submitting an assignment that has been written completely by an AI source and is not your own work is prohibited. All AI writing tools should be used with caution and proper citation. Failing to properly cite AI when submitting an assignment will constitute a violation of UT's rules on academic integrity.

The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the <u>Publication Manual of the American Psychological Association 7th edition</u>. Information on APA style and format can be found on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment and a referral to UT's Office of Student Conduct and Academic Integrity. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism and use of AI. Other methods may also be used to determine if a paper is your original work. Regardless of the results of any TurnItIn submission, I will make the final determination as to whether or not an assignment has been plagiarized or request that Student Conduct and Academic Integrity make that determination.   Note that when you submit a paper, it will let you know how much of the content is the same as content from another document or generated using AI and allow you to conduct your own Turn ItIn check prior to submitting your paper.

VIII. UNIVERSITY POLICIES
The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

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, X, Instagram) and other forms of electronic communication (e.g., blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the

integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/).

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.

Disability Accommodation 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.

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. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Texas Senate Bill 212) requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, class assignments, class discussions, one-on-one conversations, or third-party reports) must report this information to the Title IX Office. Mandatory reporters include faculty, field instructors, staff, and teaching and research assistants in their supervisory roles. (Although graduate teaching and research assistants are not subject to Texas Education Code 51.252, they are mandatory reporters under Title IX regulations and thus are required to report a wide range of behaviors referred to as sexual

misconduct, including the types of misconduct covered under Texas Education Code 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter. If you would like to speak with a case manager in the Title IX Office who can provide support, resources, and accommodations, please email supportandresources@austin.utexas.edu. Case managers can also provide support for pregnant, nursing, and parenting students. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu . For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu or call 512-471-0419.

Campus Carry Policy. The University's policy on campus carry may be found here: https://campuscarry.utexas.edu.

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.

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.

COVID-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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	Assignments
August			
22	ASYNCHRONOUS SESSION (learn on your own)		
	Putting things into perspective: ▪ Development of social welfare policy ▪ Four-factor framework for policy analysis ▪ Texas, the reluctant welfare state	<u>Canvas</u> • Power Point slides • Getting Started module on course Canvas site	Familiarize yourself with all material contained in the Getting Started module on the course Canvas site
24	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Review of course structure and assignments ▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 8/22 ▪ In-class application exercise	Refer to materials from 8/22	*Why is Texas such a reluctant welfare state?* (application)
29	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Becoming a motivated policy advocate ▪ Policy advocacy skills and competencies	<u>Chapters 1, 2, and 3</u> of course text <u>Canvas</u> Power Point slides	**Policy advocacy campaign task teams announced**
31	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 8/29 ▪ In-class application assignment	Refer to readings from 9/29 class	*My policy action hero* (application)
September			
5	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Preparing a policy brief ▪ Finding and tracking legislation	<u>Chapter 8</u> of course text <u>Canvas</u> ▪ Sample policy briefs ▪ Power Point slides	
7	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 9/5 ▪ In-class application assignment	Refer to readings from 9/5 class	*Assessing policy briefs* (application)

Date	Topic	Readings	Assignments
12	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Six-step policy development process	<u>Chapter 7</u> (pgs. 205 – 209) of course text <u>Canvas</u> Power Point slides	
14	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 9/12 ▪ In-class application exercise	Refer to readings from 9/12 class	Application exercise to be announced on day of class
19	ASYNCHRONOUS SESSION (learn on your own)		
	▪ What is branding and how does it relate to policy advocacy? ▪ Branding a policy advocacy campaign	<u>Canvas</u> ▪ Examples of policy advocacy campaign brands ▪ Power Point slides	
21	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 9/19	Refer to materials from 9/19 class	My favorite billboard (application) **Part I of policy advocacy campaign assignment due**
26	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Stakeholder identification and relationship building ▪ Creating a stakeholder involvement plan	<u>Canvas</u> ▪ Resource materials related to interprofessional collaboration ▪ Sample stakeholder involvement plan ▪ Power Point slides	
28	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 9/26 ▪ In-class application exercise	Refer to materials from 9/26 class	*My worst stakeholder nightmare* (application) ***Dirty Work* book analysis due**

Date	Topic	Readings	Assignments
October			
3	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Using a logic model in a policy advocacy campaign	<u>Canvas</u> ▪ Power Point slides ▪ Resource materials on creating logic models	
5	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/3 ▪ In-class application exercise	Refer to materials from 10/3 class	*My policy advocacy campaign logic model* (application)
10	ASYNCHRONOUS SESSION (learn on your own)		
	▪ How a bill becomes a law in Texas ▪ The federal budget ▪ The Texas state budget	<u>Canvas</u> ▪ Power Point slides ▪ Reference materials from the Texas Legislative Library	
12	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/10 ▪ In-class application exercise	Refer to materials from 10/10	Application to be announced on day of class
17	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Policy advocacy in the global arena	▪ <u>Chapters 4 and 5</u> of course text <u>Canvas</u> ▪ Resource materials on the international refugee crisis, UN Millennium Development Goals, and international social work ▪ Power Point slides	
19	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/17 ▪ In-class application exercise	Refer to materials from 10/17	Application to be announced on day of class **Part II of policy advocacy campaign assignment due**

Date	Topic	Readings	Assignments
24	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Understanding the ecology of policy in government, electoral, community, and agency settings	Canvas Power Point slides	
26	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/24 ▪ In-class application exercise	Refer to materials from 10/24	Application exercise to be announced on day of class
31	ASYNCHRONOUS SESSION (learn on your own)		
	• Importance of public speaking skills in policy advocacy	Canvas Power Point slides	***Poverty, by America* book analysis due**
November			
2	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/31 ▪ In-class application exercise	Refer to materials from 10/31	Application exercise to be announced on day of class
7	ASYNCHRONOUS SESSION (learn on your own)		
	• Developing political strategy ▪ Presenting/defending policy proposals	Chapters 9 and 11 of course text Canvas Power Point slides	
9	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 11/7 ▪ In-class application exercise	Refer to materials from 11/7	Application exercise to be announced on day of class
14	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Power tools of advocacy ▪ Ballot-based advocacy	Chapter 10 and Chapter 12 of course text Canvas Power Point slides	
16	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 11/14 ▪ In-class application exercise	Refer to materials from 11/14	Application exercise to be announced on day of class **Part III of policy advocacy campaign assignment due**

Date	Topic	Readings	Assignments
21	**Fall break/Thanksgiving – no class held**		
23	**Fall break/Thanksgiving – no class held**		
28	Class presentations	No readings	
30	Class presentations	No readings	**Policy advocacy campaign assignment portfolio due** **"Greatest takeaway" assignment due**

X. BIBLIOGRAPHY

Additional readings

Abramovitz, M. (2017). *Regulating the lives of women: Social welfare policy from colonial times to the present* (3e). Routledge.

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Jansson, B. (2018). *Reluctant welfare state* (9e). Brooks Cole Wadsworth Learning.

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Suggested websites
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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
Texas House Research Organization http://www.hro.house.state.tx.us/
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Federal Government sites websites
Bureau of Labor Statistics www.bls.gov
Congressional Budget Office www.cbo.gov
United States Census Bureau www.census.gov
United States Department of Agriculture (www.usda.gov)
United States Department of Health and Human Services (www.dhhs.gov)
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