

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

<b>Course Number:</b>	<b>SW 393T23</b>	<b>Instructor:</b>	<b>Shetal Vohra-Gupta (she/her/hers)</b>
<b>Unique Number:</b>	<b>62070</b>	<b>Email:</b>	<b>sgupta@austin.utexas.edu</b>
<b>Semester:</b>	<b>Fall 2023</b>	<b>Office:</b>	<b>3.116D</b>
<b>Meeting Place:</b>	<b>SSW 2.130</b>	<b>Office Phone:</b>	<b>512-232-2701</b>
<b>Meeting Time:</b>	<b>Wednesdays 2:30-5:30pm Office Hours: by appt</b>		

**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**

Upon completion of this course, students will be able 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, taking into account 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 in order to promote social and economic justice for world populations.

**III. TEACHING METHODS**

This course is designed to incorporate a variety of teaching methods which intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. These methods

include interactive lectures, experiential group activities, reading assignments, and audiovisual material to help students understand the development of social welfare policy and its analysis and to demonstrate this knowledge in class discussions, written assignments, and presentations. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

#### IV. REQUIRED TEXT AND MATERIALS

In hopes of creating a more equitable classroom 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 but not limited to academic journal articles, news articles, news articles, podcasts, and videos. Some of the materials include personal opinions of the hosts and guests and belong to the hosts 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

- a) Bill one pager and Bill analysis- Students will individually draft a bill one pager and a bill analysis choosing from two bills offered to the class. Detailed instructions and examples will be available on Canvas.
- b) Theory of Advocacy/Policy Change illustration – Students will pick a theory of change and create an illustration and description of how it would develop a strategy for adopting a solution to the social issue.
- c) Policy Practice Research paper- Students will pick a policy/community organization or agency and engage with policy practice principles and components to become an effective change agent.
- d) Class Participation

##### Bill one pager and Bill analysis: (20%)

Students will individually draft a bill one pager and a bill analysis choosing from two bills offered to the class. Bill analysis includes understanding of the bill, context, summary, impact, implementation, implications, stakeholder perspectives, benefits/drawbacks, recommendations and conclusions.

##### Theory of Change Framework: (20%)

Students will pick a theory of change and create an illustration and description of how it would develop a strategy for adopting a solution to the social issue. The theory selection must be logical and based on the following factors:

What venue is ideal for changing the policy (local government, state agency, state government, national government, judiciary, or a combination)? \* What organizations, groups, coalitions, and/or individuals will implement the change effort? \* What are their media capabilities? \* What are their internal capabilities to create, identify, and act on policy windows? \* Do the groups have strong alliances with other groups that similarly want to achieve the goal? \* Are these allies in a position to directly influence policy change? \* Is there a distinct group of individuals directly impacted by the policy that can be mobilized to act?

Based on these factors, select a theory of change that best fits the policy landscape and strengths/weaknesses of the key groups that would be responsible for carrying out the change. If you are uncertain of the capabilities of the various groups, describe the resources/capabilities that would be necessary to carry out the strategy according to the theory of change you select. Describe how you evaluated the factors and arrived at the appropriate theory of change. (Use Pathways for Change to help guide you through this process). Also, describe your strategy using the key facets of the theory of change you adopt. Structure and format will be explained in class.

**Policy Practice Research Paper – (30%)**

The objective is to learn to become an effective change agent by applying principles derived from various theories of the policy process and policy change and from the day-to-day world of politics to promote policies that you believe will result in a more just society. The project is designed to include research on policy problem identification and solutions and to promote change using skills developed during the course. Among the competencies or skills that will be learned are policy research, problem definition, framing issues for various audiences, and identifying or creating windows of opportunity to promote change. The paper is intended to help students understand how the ambiguity of the policy environment often trivializes the importance of research, and students will learn to work within this uncertain environment with new skills to overcome ambiguity and build urgency for change. The assignment will be broken down into small assignments which will be discussed in class.

**Class participation– (30%)**

Class participation is expected.

**VI. GRADES**

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

**VII. CLASS POLICIES**

- Attendance is mandatory. There will remain an underlying understanding that we are in Covid times and at time accessibility, technology, and other challenges will present themselves. We will move forward with grace that we are all trying our best to be present.
- Verbal participation in class is encouraged and respected;
- Reading of materials should be done prior to each class meeting;
- The university honor code is to be used;
- Assignment must be typed, double spaced, with font size of 12;
- Be on time for each class –again there is an understanding regarding challenges with technology, etc;
- Changes in the course schedule or assignments may be necessary;
- Opinions expressed by all students will be heard and respected;
- Offer and use feedback to strengthen skills;
- Maintain professional standards in all phases of the course;

- Independent thinking, creativity, and intellectual risk taking are encouraged;
- Students with a disability who require reasonable accommodations to insure their participation should contact the instructors at the beginning of the course;
- Any assignment that is turned in past the deadline will be accepted—please reach out to me if this will be the case. We can discuss any challenges.

## 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.

**ACCESSIBLE/COMPLIANT 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 touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

**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 DISCLOSURE.** Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of 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, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 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, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto: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>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Date	Topic	Assignments	Readings
8/23	Introductions  Course overview  What is policy practice? Methods of policy practice	Figueria-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. <i>Social Work</i> , 38(2), 179-188. (Read during class)	Course Syllabus
8/30	Quick overview of problem setting vs problem solving		Read: Figueria-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. <i>Social Work</i> , 38(2), 179-188.

	Theory: Policy Feedback Theory		Policy Feedback in a Racialized Polity What is Policy Feedback Theory?
9/6	Dynamics of Power and Policy process  Theory: Multiple Streams Theory	Policy Problem Statements	Stone: Power  Multiple Streams Framework: <a href="https://open.spotify.com/episode/050XB BqIs5vmkO4Euq1HRQ">https://open.spotify.com/episode/050XB BqIs5vmkO4Euq1HRQ</a>  Policy Decision Modeling with Fuzzy Logic, Chapter 4: Multiple Streams Theory (pg. 35- 44) by Ali Guidara <a href="https://link-springer-com.ezproxy.lib.utexas.edu/content/pdf/10.1007/978-3-030-62628-0.pdf">https://link-springer-com.ezproxy.lib.utexas.edu/content/pdf/10.1007/978-3-030-62628-0.pdf</a>
9/13	Agenda Setting  Theory: Punctuated Equilibrium Theory		Chapter 3: Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking by Sabatier & Weible (pg. 59-68)  Beard, V. (2013). A theoretical understanding of housing and homelessness: Federal homelessness and housing policy through the lenses of punctuated equilibrium theory and advocacy coalition frameworks. <i>Poverty and public policy</i> , 5(1), 67-87.
9/20	Coalition building and Campaigns  Theory: Advocacy Coalition Framework	Bill one pager and bill analysis Due	“Coalition-Building Primer” by Oak Ridge Institute for Science and Education <a href="https://www.ornl.gov/hsc/cdcynergy30/ba/Content/activeinformation/resources/Coalition_Building_Primer.pdf">https://www.ornl.gov/hsc/cdcynergy30/ba/Content/activeinformation/resources/Coalition_Building_Primer.pdf</a>  Prevention Institute: The Eight Steps to Effective Coalition Building
9/27	Policy Design and Development  Theory: Narrative Policy Framework		Podcast: The more Indigenous nations self-govern, the more they succeed: <a href="https://policycast.simplecast.com/episode/s/the-more-indigenous-nations-self-govern-the-more-they-succeed">https://policycast.simplecast.com/episode/s/the-more-indigenous-nations-self-govern-the-more-they-succeed</a>
10/4	Institutions and Agencies:		



	Roles, Structure, Challenges.  Policy Implementation  Theory: Institutional Analysis and Development Framework		IAD: <a href="https://ostromworkshop.indiana.edu/pdf/teaching/iad-for-policy-applications.pdf">https://ostromworkshop.indiana.edu/pdf/teaching/iad-for-policy-applications.pdf</a>  Ostrom: <a href="https://gpde.direito.ufmg.br/wp-content/uploads/2019/03/Ostrom-2011-Policy_Studies_Journal.pdf">https://gpde.direito.ufmg.br/wp-content/uploads/2019/03/Ostrom-2011-Policy_Studies_Journal.pdf</a>
10/11	Policy and Effective Evaluation	Theory of change illustration/framework due	TBA
10/18	Policy Lab  Special Policy Topics: TBD	Working on Policy Research Papers in Class—1 on 1 meetings, small group meetings	Readings based on your own Policy Practice Research papers
10/25	Policy Lab  Special Policy Topics: TBD	Working on Policy Research Papers in Class—1 on 1 meetings, small group meetings	Readings based on your own Policy Practice Research papers
11/1	Policy Lab  Special Policy Topics: TBD	Working on Policy Research Papers in Class—1 on 1 meetings, small group meetings	Readings based on your own Policy Practice Research papers
11/8	Policy Lab  Special Policy Topics: TBD	Working on Policy Research Papers in Class—1 on 1 meetings, small group meetings	Readings based on your own Policy Practice Research papers
11/15 (Diwali week!)		Due Policy Research papers	
11/22	THANKSGIVING		
11/29	Final Reflections		

## X. BIBLIOGRAPHY

### A) Online Sources for Locating Policies

<http://academic.udayton.edu/vernelliarrandall/>  
<http://thomas.loc.gov/home/thomas.php>

<http://www.law.cornell.edu/search/index.html>

[http://statelaws.findlaw.com/texas-law/?DCMP=GOO-LAW\\_General-StatesPhrase&HBX\\_PK=Texas+Constitution](http://statelaws.findlaw.com/texas-law/?DCMP=GOO-LAW_General-StatesPhrase&HBX_PK=Texas+Constitution)

<http://www.legis.state.tx.us/billlookup/billnumber.aspx>

Legislation (previous laws):

<http://thomas.loc.gov/home/bdquery.html>

Executive Office of the President: <http://www.whitehouse.gov/www.govtrack.us/congress/bills>

<http://www.senate.gov/>

<http://www.house.gov/>

<http://www.loc.gov/law/help/guide/federal.php>

Legislation (copies of historical laws):

<http://memory.loc.gov/ammem/help/constRedir.html>

[http://racism.org/index.php?option=com\\_content&view=article&id=306:aspi0201&catid=64:asian-and-pacific-americans&Itemid=235](http://racism.org/index.php?option=com_content&view=article&id=306:aspi0201&catid=64:asian-and-pacific-americans&Itemid=235)

## B) Examples of Policies

Americans with Disabilities Act

Affordable Care Act

Breast Cancer Treatment Act

Chinese Exclusion Act 1870

Civil Rights Act of 1964

Death Penalty

Defense of Marriage Act

Don't Ask Don't Tell

Dream Act

Equal Rights Act

Execution of Mentally Disabled

Fair Labor Standards Act 1938

Fairness in Drug Sentencing Act

Fetal Life Act 2013 – Texas

Fugitive Slave Act

Genetic Information Disclosure Act 2008

Hyde Amendment on Abortion

Immigration Reform Act

Indian Child Welfare Act

Indian Removal Act

Japanese Internment Executive Order

Lilly Ledbetter Act

Matthew Shepherd Act

McKinney Homeless Assistance Act

McKinney Housing Act

Minimum Sentencing ACT  
National Labor Relations Act 1935  
Native American Health Act  
Naturalization Act 1790  
New Mexico Abortion in Rape Act  
Parity Act  
    Public Housing Act  
    Racial Integrity Act – Virginia  
    Stand Your Ground - Florida  
    Stop and Frisk – New York City  
TANF  
TANF Drug Testing [Texas]  
    Title IV E – Sports Equality  
Truman’s Executive Order on Desegregation  
The Trust Act  
    Unemployment Insurance  
Violence Against Women Act  
Voting Rights Act 1965  
Women in the Armed Services Act  
    Women’s’ Right to Vote 1922 – Constitutional Amendment

C) Important Court Cases

Plessy v Ferguson  
Brown v Board of Ed  
Minor v. Happersett  
US v. Wong Kim Ark  
US v. Brignoni-Ponce  
Loving v Virginia  
Buck v. Bell  
Shelby v. Holder  
National Federation v. Sebelius  
Floyd v. City of New York  
Citizens United  
United States v. Windsor  
Ledbetter v. Goodyear