

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

<b>Course Number:</b>	SW 382R	<b>Instructor:</b>	Rosalie Ambrosino, PhD Pronouns: She/her
<b>Unique Number:</b>	60205	<b>Email:</b>	rambrosino@utexas.edu
<b>Semester:</b>	Spring 2024	<b>Office:</b>	Virtual
<b>Meeting Time/Place:</b>	Mondays 5:30-8:30 p.m.	<b>Office Phone:</b>	210-241-0391
	Online	<b>Office Hours:</b>	Mondays 4:15-5:15 and after class; other times by appointment

**SOCIAL POLICY ANALYSIS AND SOCIAL PROBLEMS**

**I. STANDARDIZED COURSE DESCRIPTION**

This course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system with a focus on the disproportionate social, economic and political problems of vulnerable populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. Understand the dominant historical themes that have shaped social welfare policy in the United States;
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies;
3. Understand the relationship between the history of the social work profession and the development of social welfare policy;
4. Apply social work values to critically analyze social problems;
5. Gain knowledge and skills as a background for analyzing major policies that form the foundation of social welfare and analyze organizational, local, state, national and international issues in social welfare policy and social service delivery;
6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being;
7. Understand how social policies differentially affect diverse populations in American society;
8. Gain knowledge of the roles and responsibilities of social workers in the policy process, including advocacy, leadership, research, and community organizing, with the goal of promoting and advocating for social and economic justice through both organizational and social change.

**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 Educational 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**

Behavior 5a: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

Behavior 5b: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

The common assignment for this course is an individually conceptualized and written op-ed piece that is part of the major assignment for this course (see course assignments and syllabus appendix for additional information.)

### **III. CLASS FORMAT AND TEACHING METHODS**

This course is designed to provide you with a meaningful learning experience that will incorporate diverse perspectives of thought about social welfare policy and its impact on individuals, families, and communities. The course will be taught using both asynchronous (independent learning) and synchronous (group learning) sessions:

- No later than Tuesday of the prior week, a module will be posted on Canvas giving an overview of the coming week's content and assignments, several narrated slide presentations with embedded video clips, links to required readings for the week other than those from the course texts, and the links to any assignments.
- Required Zoom class sessions will be held on Mondays from 5:30-7 p.m., though the last class on April 29 will meet from 5:30-8:30 p.m. You will be expected to complete all readings and content in the module *prior* to coming to Monday's Zoom class and to come to class prepared to apply module material through whole class and small group discussions, case studies, group presentations, role plays, and other experiential exercises.
- The class will be conducted using active learning approaches that will emphasize inclusion and different learning styles. You are expected to be open to learning and actively engaged in class and online discussions and activities, to take appropriate personal risks, and to demonstrate knowledge, critical thinking, and self-reflection in class discussions, written assignments, and presentations throughout the semester. Both synchronous and asynchronous formats are designed to encourage participation, input, and discussion.
- You will need to have access to a computer with reliable internet connection to complete this course. This course will use an electronic Canvas site – a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is your responsibility to ensure that your email address is correct on this site so that class emails are received. To reach your class site on Canvas, go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page ([www.utexas.edu/its/help/](http://www.utexas.edu/its/help/)), can assist you with your computer, Canvas, and Zoom questions. You can also call them at 512-475-9400.

#### IV. REQUIRED TEXTS AND MATERIALS

- Jansson, B. (2020). *Social welfare policy and advocacy: Advancing social justice through eight policy sectors* (2<sup>nd</sup> ed.). Sage. (Available electronically on class website at reduced cost/see below for additional information)
- Warde, B. (2022). *Inequality in U.S. social policy: An historical analysis* (2<sup>nd</sup> ed.). Routledge. (Available electronically on class website at reduced cost/see below)
- Selected readings: Additional readings from other books, journals, and media will also be assigned and will be available either on UT Canvas or electronically through the UT Library

You will be given access to electronic less-expensive versions of both the Jansson and Warde texts on our Canvas website through the Longhorn Textbook Access Program (LTA) on or before the first day of class by enrolling in this course. (Click on the “My Textbooks” link in the left-hand column on our course website to access these texts).

The LTA program is **OPTIONAL**; you may rent or purchase required course materials anywhere; however, you must **ACTIVELY OPT-OUT** if you do not wish to participate in order to not be billed. Opting out of LTA will disconnect your access to these textbooks. If purchasing them elsewhere, be sure you are purchasing exactly the course materials specified on our syllabus.

To opt-out, go to Canvas and select “My Textbooks” and then “opt-out.” If you are opted-in at the end of the 5th day of class you will be billed for these materials through your “What I Owe” page. You can opt-out and opt-in as many times as you’d like up until the end of the 12th day of class. You have through the 20th day of class to pay your What I Owe bill. If you do not pay your What I Owe bill by that date, your charge will be removed and you will lose access to these texts.

#### V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements. (See syllabus appendix for detailed descriptions and grading rubrics.):

##### **Learning Reflections** – 15% of course grade

During the semester you will complete two learning reflections with a final third reflection relating to your views on policy at the end of the semester that allow for reflection, integration, and application of content covered in the course. You will also respond to at least two peers’ reflections each time. Although you only need to complete three reflections, there will be five opportunities to submit a reflection during the semester (weeks 1, 6, 8, 10, and the final week).

##### **Policy Advocacy Campaign** – 75% of course grade

You will work in a group with 3-4 of your colleagues to develop a policy advocacy campaign focusing on a specific policy issue that disproportionately impacts groups of color or those with other marginalized identities. You will use social justice, anti-racist, and anti-oppressive lenses to advocate for a change in policy that advances human rights and social, economic, and/or environmental justice.

The purpose of your campaign will be to educate constituents about the policy issues relating to your topic and to advocate for specific changes to address one or more of these issues (eliminating, modifying, or developing a policy at the organizational, community, state, or national level). Some of the required components of the campaign will be group assignments (one assignment submitted for the group) and some will be individual (each member of the group completes and submits the assignment independently).

Components of the policy advocacy campaign will include the following (see syllabus appendix for a description of each component):

<b>Component</b>	<b>Individual or group assignment</b>	<b>Date due</b>	<b>%/total points toward your final grade</b>
Part 1 - Infographic	Group	2/9	5%
Part 2 – Policy brief and advocacy campaign recommendations	Group	2/23	15%
Part 3 – Logic model and stakeholder engagement plan	Group	3/8	10%
Part 4 – Implementation of advocacy campaign, including branding/tag line, use of social media and other approaches, major talking points used, and risk assessment and management	Group	4/12	15%
Part 5 – Testimony and op ed piece supporting the group’s policy advocacy campaign	Individual	Testimony 4/19 Op ed 4/26 (common assignment)	15%
Campaign presentation and portfolio of policy advocacy campaign materials (final submission including all revised documents previously submitted)	Group	Presentation 4/22 or 4/29 Portfolio 5/3	15%

**Class Participation - 10% of course grade**

Attendance and active participation are critical to the teaching and learning in this course. You are expected to be in Zoom class sessions the full class session with your camera on, or, in extenuating circumstances, to notify the instructor if you cannot attend. You may miss two Zoom class sessions without penalty. Two points will be deducted from your final grade for each additional Zoom class missed. Your participation grade will be determined by attendance and quality of contribution as demonstrated by your preparation level. Preparation includes completing readings and assignments by

stated due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Note that even if absences are excused, missing more than two Zoom classes can impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present.

**Note that to receive a passing grade, ALL assignments must be completed and all course expectations met.**

## VI. GRADES

### Overall Criteria for Evaluating Student Assignments

Your work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines for all assignments are provided at the end of the syllabus. The University requires that all faculty use the following grading system:

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

1. **Creating an Environment Conducive to Learning:** During the semester we will be discussing many topics that can be addressed from different perspectives. It’s important that we learn from each other and allow space for sharing our perspectives in ways that are respectful and facilitate learning. We will establish ground rules as a community of learners during our first Zoom class session. You may be triggered by some of the content discussed and can step away from discussion if this occurs. I also am willing to accommodate your learning if this is an issue for you, and we can meet to discuss options. Class rosters include your name that you have on file with the UT Registrar. I will address you with the name and pronouns that you prefer if you let me know so I can update the roster.
2. **Instructor Contact:** If you wish to make an appointment to see me, cannot attend a Zoom class, or have a question about the course, please send me an email at [rambrosino@utexas.edu](mailto:rambrosino@utexas.edu). You can also call or text me at 210-241-0391 (cell) or we can set up a conference via Zoom. I check my e-mail and phone messages regularly and will respond as quickly as possible.

3. **Attendance:** Even though this is an online course, one expectation is that we will be learning from each other. Your presence in our Zoom class sessions is necessary for everyone's success in our course. You are allowed to miss two class Zoom sessions without penalty. Keep in mind that any absence after the second one may impact your engagement with content and ideas shared in class, as well as your participation grade. Two points per missed class beyond two will also be deducted from your final grade Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. (Note that in order to be counted "present" for a Zoom class, you must have your camera on. If you are only present for part of a class, you will receive partial credit for that session.)
4. **Electronic Devices and Zoom Participation:** You will need a computer with a video camera and microphone and Internet access for Zoom sessions. Electronic devices (cell phones, laptops) are welcome in class to support learning. Please be mindful that they do not serve as a distraction to you or your colleagues in our Zoom sessions. Have cell phones on vibrate or turned off during class unless you are using them for your Zoom connection. If you receive an emergency call, mute your audio and video connections until you are finished with the call. You are expected to be actively engaged during Zoom class sessions. This mean having your camera on (you will not be counted present if your camera is not on unless you have permission from me), participating in breakout sessions and large class discussions, and, unless given permission by the instructor, serving as a group "reporter" at least once during the semester.
5. **Submission of Papers and Late Assignments:** All assignments other than the learning reflections and peer responses must be submitted as a Word document on Canvas by 11:59 p.m. the day that an assignment is due. Learning reflections and peer responses should be posted directly in the discussion section of the course. To receive full credit, all assignments must be submitted no later than 24 hours after an assignment is due unless your group is presenting that week. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, and the like are not considered legitimate reasons for missing an assignment deadline. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.

You will be given one "day of grace" before late points are deducted; any assignments submitted after that will result in a reduction of 5% for each day the assignment is late. Because grade averages on Canvas only reflect graded assignments and not those that you have not completed if you have not submitted an assignment ten calendar days after the due date a grade of 0 will be recorded to allow you to have a realistic view of their current course grade. If exceptions are made to allow you to submit an assignment past that date because of extenuating circumstances, the grade will be changed after the assignment has been submitted and graded.

6. **Use of AI, API, APA & 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 source for generating ideas, outlining an approach, or answering questions is permitted. However, submitting an assignment that has been written by an AI source and is not your own work is prohibited. All AI writing tools should be used with caution and with 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 Publication Manual of the American Psychological Association 7<sup>th</sup> edition. 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](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. 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. Other methods may also be used to determine if a paper is your original work. Regardless of the results of any TurnItIn submission, as the instructor I will make the final determination as to whether or not a paper has been plagiarized.

Note that when you submit a paper, TurnItIn will let you know how much of the content is the same as content from another document or generated using AI and will allow you to conduct your own TurnItIn check prior to submitting your assignment. I encourage you to do your own check.

7. **Course Feedback:** You will have two opportunities to evaluate the quality of the course and instruction. About midway into the course, you will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, you should feel free to comment on the quality of the course and instruction and suggest changes that will increase your learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means you choose.
8. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and/or assignments are at my discretion as the instructor. Changes will be announced in class. It is your responsibility to inquire about any changes that might have been made in your absence; all changes will be published on Canvas.

## VIII. UNIVERSITY POLICIES

### Grading Scale

[No A+]	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
			<i>*minimum to pass course</i>		Below 60.0	F

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at

<https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>.

Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**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.

**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>.

## **Steve Hicks School of Social Work Policies**

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**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.

**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.

**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 and Mental Health 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.

## **Resources, Prevention of Discrimination, and Safety**

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**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: <https://community.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.

**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.

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

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the **[Title IX pregnancy and parenting](#)**

**resource page** for more information or contact the **Title IX Support and Resources team** connect with a Case Manager.

**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.

**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:

1. 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.
2. If you require assistance to evacuate, inform the professor in writing during the first week of class.
3. In the event of an evacuation, follow the professor's instructions.
4. 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 (full citations for readings can be found in bibliography section)**

<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>	<b>Readings *on Canvas</b>
<p><b><u>Week 1</u></b>  <b>January 16</b>            Asynchronous materials (view before 1/22 Zoom session)</p>		<p><b>VIEW and DO:</b></p> <ul style="list-style-type: none"> <li>• *Welcome module</li> <li>• Obtain/access required texts</li> </ul> <p><b>SUBMIT:</b></p> <ul style="list-style-type: none"> <li>• Intro to colleagues – post by 1/19; respond to two peers by 1/21</li> <li>• Policy topic preferences by 1/19 at 11:59 p.m.</li> </ul>	<ul style="list-style-type: none"> <li>• * Syllabus and welcome module</li> </ul>
<p><b><u>Week 2</u></b>  <b>Monday, January 22</b>            Zoom session            View welcome module before Zoom class</p>	<p>Module 1</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course overview and expectations</li> <li>• Guidelines for class discussion</li> <li>• Social policy, policy advocacy; why are they important for our profession?</li> <li>• Policy advocacy task groups</li> </ul>	<p><b>COMPLETE:</b>            Module 1 narrated slides</p> <p><b>SUBMIT:</b>            Module 1 learning reflection by 1/26; 2 peer responses by 1/28 if using this reflection as one of your 3 required reflections</p>	<ul style="list-style-type: none"> <li>• Warde, Chapter 1, social policy</li> <li>• Jansson, Chapter 1, Becoming a policy advocate in 8 policy sectors, and Chapter 2, Advancing social justice with 7 core problems</li> </ul>
<p><b><u>Week 3</u></b>  <b>Monday, January 29</b>            View module 2 asynchronous materials before Zoom class</p>	<p>Module 2</p> <ul style="list-style-type: none"> <li>• Linking past policy decisions to present</li> <li>• Creating an historic timeline on how a policy issue has been viewed and addressed</li> <li>• Attributes of an effective policy advocate</li> <li>• Preparing a policy infographic</li> </ul>	<p><b>COMPLETE:</b>            Module 2 narrated slides</p>	<ul style="list-style-type: none"> <li>• Jansson, Chapter 3, How policy advocates advanced social justice throughout American history</li> <li>• Warde, Chapter 2, A brief historical overview of social policy development in the United States</li> </ul>

Date	Topics	Assignments Due	Readings
<b><u>Week 4</u></b> <b>Monday,</b> <b>February 5</b> Zoom session View module 3 asynchronous materials before Zoom class	Module 3 <ul style="list-style-type: none"> <li>• Origins and dimensions of social inequality</li> <li>• Policy implications</li> <li>• Examples of micro policy issues and effective interventions</li> </ul>	<b>COMPLETE:</b> Module 3 narrated slides  <b>SUBMIT:</b> Policy Advocacy Campaign Part I - Infographic by 2/9	<ul style="list-style-type: none"> <li>• Jansson, Chapter 4, Providing micro policy advocacy interventions</li> <li>• Warde, Chapter 3, Social inequality</li> </ul>
<b><u>Week 5</u></b> <b>Monday,</b> <b>February 12</b> Zoom session View module 4 asynchronous materials before Zoom class	Module 4 <ul style="list-style-type: none"> <li>• Application of theoretical frameworks to policy</li> <li>• Preparing a policy brief</li> <li>• Effective advocacy campaign recommendations</li> </ul>	<b>COMPLETE:</b> <b>Module 4 narrated slides</b> <ul style="list-style-type: none"> <li>• Read <u>at least one</u> of the readings on preparing a policy brief and <u>at least two</u> of the policy briefs included in the asynchronous materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Jansson, Chapter 5, Providing mezzo policy advocacy interventions</li> <li>• Warde, Chapter 4, Theoretical frameworks</li> </ul>
<b><u>Week 6</u></b> <b>Monday,</b> <b>February 19</b> Zoom session View module 5 asynchronous materials before Zoom class	Module 5 <ul style="list-style-type: none"> <li>• Reasons for introducing legislation</li> <li>• From legislative intent to policy implementation</li> <li>• How a bill becomes a law</li> <li>• Understanding</li> <li>• Texas state and federal budgets</li> <li>• Influencing legislative priorities</li> </ul>	<b>COMPLETE:</b> Module 5 narrated slides  <b>SUBMIT:</b> Policy Advocacy Campaign Part 2 – Policy brief and advocacy campaign recommendations by 2/23	<ul style="list-style-type: none"> <li>• Jansson, Chapter 6, Providing macro policy interventions</li> <li>• Warde, Chapter 8, Labor market inequality</li> </ul>
<b><u>Week 7</u></b> <b>Monday,</b> <b>February 26</b> Zoom session View module 6 asynchronous materials before Zoom class	Module 6 <ul style="list-style-type: none"> <li>• Health care policy issues</li> <li>• Reproductive justice</li> <li>• Disparities in accessing services</li> <li>• Creating a logic model</li> <li>• Stakeholder engagement</li> </ul>	<b>COMPLETE:</b> Module 6 narrated slides  <b>SUBMIT:</b> Module 6 learning reflection by 3/1; 2 peer responses by 3/3 if using this reflection as one of your 3 required reflections	<ul style="list-style-type: none"> <li>• Jansson, Chapter 7, Becoming policy advocates in the health care sector</li> <li>• Warde. Chapter 9, Health and health care inequality</li> </ul>

Date	Topics	Assignments Due	Readings
<p><b><u>Week 8</u></b>  <b>Monday,</b>  <b>March 4</b>  Zoom session  View module 7 asynchronous materials before Zoom class</p>	<p>Module 7</p> <ul style="list-style-type: none"> <li>• Safety net policy issues – Texas as case study</li> <li>• Policy issues that impact residential and housing segregation</li> <li>• Policy issues that impact those who are unhoused</li> </ul>	<p><b>COMPLETE:</b>  Module 7 narrated slides</p> <p><b>SUBMIT:</b>  Policy Advocacy Campaign Part 3 Logic model and stakeholder plan by 3/8</p>	<ul style="list-style-type: none"> <li>• Warde, Chapter 6, Social welfare benefits programs and social control</li> <li>• Warde, Chapter 7, Residential and housing segregation</li> <li>• Jansson, Chapter 9, Becoming policy advocates in the safety net sector</li> </ul>
<p><b><u>March 11-17</u></b></p>	<p><b>Spring break – no classes this week</b></p>		
<p><b><u>Week 9</u></b>  <b>Monday,</b>  <b>March 18</b>  Zoom session  View module 8 asynchronous materials before Zoom class</p>	<p>Module 8</p> <ul style="list-style-type: none"> <li>• Mental health and substance use policy issues</li> <li>• Policy issues that impact older adults</li> <li>• Group discussion of film <i>No</i></li> <li>• Policy implementation</li> <li>• Branding a policy advocacy campaign</li> </ul>	<p><b>COMPLETE:</b>  Module 8 narrated slides</p> <p><b>SUBMIT:</b>  Module 8 learning reflection by 3/22; 2 peer responses by 3/24 if using this reflection as one of your 3 required reflections</p>	<ul style="list-style-type: none"> <li>• Jansson, Chapter 10, Becoming policy advocates in the mental health and substance abuse sector</li> <li>• Jansson, Chapter 8, Becoming policy advocates in the gerontology sector</li> <li>• View the film <i>No</i></li> </ul>
<p><b><u>Week 10</u></b>  <b>Monday,</b>  <b>March 25</b>  Zoom session  View module 9 asynchronous materials before Zoom class</p>	<p>Module 9</p> <ul style="list-style-type: none"> <li>• Policy advocacy on behalf of children and families</li> <li>• Transgender policies</li> <li>• Updates on group campaign strategies</li> </ul>	<p><b>COMPLETE:</b>  Module 9 narrated slides</p>	<ul style="list-style-type: none"> <li>• Warde, Chapter 12, Child welfare inequality</li> <li>• Jansson, Chapter 11, Becoming policy advocates in the child and family sector</li> </ul>

<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>	<b>Readings</b>
<b>Week 11</b> <b>Monday</b> <b>April 1</b> Zoom session View module 10 asynchronous materials before Zoom class	Module 10 <ul style="list-style-type: none"> <li>Inequities in education</li> <li>Impact of DEI elimination in Texas</li> <li>LBGTQIA+ inequities</li> <li>The school to prison pipeline</li> <li>Group discussion of <i>The Revisionaries</i></li> <li>Developing talking points and providing testimony</li> </ul>	<b>COMPLETE:</b> Module 10 narrated slides  <b>SUBMIT:</b> Module 10 learning reflection by 4/5; 2 peer responses by 4/7 if using this reflection as one of your 3 required reflections	<ul style="list-style-type: none"> <li>Warde, Chapter 11, Educational inequality</li> <li>Jansson, Chapter 12, Becoming policy advocates in the education sector</li> <li>View film <i>The Revisionaries</i></li> </ul>
<b>Week 12</b> <b>Monday, April 8</b> Zoom session View module 11 asynchronous materials before Zoom class	Module 11 <ul style="list-style-type: none"> <li>Immigrants and refugees: Differences in perspectives and treatment and policy implications</li> <li>Review of guidelines for presentation and portfolio</li> </ul>	<b>COMPLETE:</b> Module 11 narrated slides  <b>SUBMIT:</b> Policy Advocacy Campaign Part 4: Implementation plan by 4/12	<ul style="list-style-type: none"> <li>Jansson, Chapter 13, Becoming policy advocates in the immigration sector</li> <li>Warde, Chapter 5, Immigration</li> </ul>
<b>Week 13</b> <b>Monday, April 15</b> View module 12 asynchronous materials before Zoom session	Module 13 <ul style="list-style-type: none"> <li>Criminal justice policy</li> </ul>	<b>COMPLETE:</b> Module 12 narrated slides  <b>SUBMIT:</b> Policy Advocacy Campaign Part 5: Legislative testimony (individual assignment) by 4/19	<ul style="list-style-type: none"> <li>Warde, Chapter 10, criminal justice system inequality</li> <li>Jansson, Chapter 14, Becoming policy advocates in the criminal justice sector</li> </ul>
<b>Week 14</b> <b>Monday, April 22</b>	Policy advocacy group presentations	<b>SUBMIT:</b> Policy Advocacy Campaign Part 5: Op-ed piece (individual assignment) by 4/26	
<b>Week 15</b> <b>Monday, April 29</b> (last day of class)	Policy advocacy group presentations	<b>SUBMIT:</b> Policy advocacy campaign portfolio and learning reflection by 5/3; respond to <b>two peers' reflections by Sunday, 5/5</b>	

## **X. BIBLIOGRAPHY (Not intended to replace your own literature searches)**

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### **Suggested websites**

- Brookings Institution [www.brook.edu](http://www.brook.edu)
- Center for the Study of Social Policy <http://www.cssp.org>
- Center on Budget and Policy Priorities [www.cbpp.org](http://www.cbpp.org)
- Center for Law and Social Policy [www.clasp.org](http://www.clasp.org)
- Center for Research on Child Well-being <http://crcw.princeton.edu>
- Children's Defense Fund [www.childrensdefense.org](http://www.childrensdefense.org)
- Child Welfare Information Gateway <https://www.childwelfare.gov/>
- Kaiser Family Foundation [www.kff.org](http://www.kff.org)
- Institute for Research on Poverty [www.ssc.wisc.edu/irp](http://www.ssc.wisc.edu/irp)
- Mathematica Policy Research [www.mathematica-mpr.com/](http://www.mathematica-mpr.com/)
- MRDC [www.mdrc.org](http://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](http://www.nicwa.org)
- Pew Hispanic Center <http://www.pewhispanic.org>
- RAND Corporation <http://www.rand.org/>
- Urban Institute [www.urban.org](http://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/>
- Texas Senate Research Center <http://www.senate.state.tx.us/src.php>

### **Federal Government websites**

- Bureau of Labor Statistics [www.bls.gov](http://www.bls.gov)
- Congressional Budget Office [www.cbo.gov](http://www.cbo.gov)
- United States Census Bureau [www.census.gov](http://www.census.gov)
- United States Department of Agriculture ([www.usda.gov](http://www.usda.gov))
- United States Department of Health and Human Services ([www.dhhs.gov](http://www.dhhs.gov))
- United States Department of Housing and Urban Development ([www.hud.gov](http://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](http://www.congress.gov)

**CHOICE SHEET FOR GROUP POLICY ADVOCACY CAMPAIGN**  
**(to be submitted on Canvas by January 19)**

Name: \_\_\_\_\_

Topics of Interest to You	Preference (rank)				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<p><b>List module number in rank order of interest in the 5 columns with #1 your first preference</b></p> <ol style="list-style-type: none"> <li>1. Health care</li> <li>2. Reproduction</li> <li>3. Mental health and substance abuse</li> <li>4. Child welfare/children and families</li> <li>5. LBGTQIA/transgender issues</li> <li>6. Disabilities</li> <li>7. Gender</li> <li>8. Race/racism/people of color</li> <li>9. Immigration</li> <li>10. Education</li> <li>11. Safety net (i.e. food, housing, TANF)</li> <li>12. Employment/workforce</li> <li>13. Criminal justice</li> <li>14. Gerontology</li> <li>15. Poverty</li> <li>16. Other/please specify</li> </ol>					

**APPENDIX**  
**ASSIGNMENT GUIDELINES**

**LEARNING REFLECTIONS - 15% of final course grade (based on 3 reflections; 5 points each)**

During five weeks of the semester (weeks 1, 6, 8, 10, and 14) the asynchronous materials will include an opportunity to complete a learning reflection (no more than one page single spaced) relating to course content covered to date. You can post a reflection each of these weeks, though you only need to post three during the semester, including the last one due May 3 with responses to peers due May 5.

- Initial responses should be reflective and integrate content from materials viewed (the texts, readings on Canvas, slides, videos, and other materials in the module) with appropriate citations; they should not be merely a summary of materials. You also can apply content to your own life experiences, work or practicum experiences, and how policies discussed impact you or members of your family, clients, or the organizations with which you engage. No other sources are needed unless the prompt specifically calls for them
- You are to post your reflection on the Canvas discussion board link. Reflections should be submitted no later than Friday at 11:59 p.m. of the week the assignment is due (1/26, 3/1, 3/22, 4/15, and 5/3/this one required as one of your three), though you always have one extra day to submit an assignment before late points are deducted.
- You then need to respond to at least two peers no later than Sunday (1/28, 3/3, 3/24, 4/17, and 5/5/required), though again, you have an extra day before late points are deducted. You can respond to either an initial colleague's post or someone else's response to an initial post, expanding discussion and critical thinking in subsequent posts. Responses to peers should be 1/3 to 1/2 page long and also deepen the conversation, integrating course content, comparing perspectives shared, and asking thoughtful questions, rather than just a brief "great commentary – I agree!"
- You should post responses directly on the discussion board link rather than submitting them in a Word or PDF document. (I suggest that you develop your reflection and save it and then paste it on Canvas, as once in a while someone's reflection doesn't post correctly.)
- You will receive up to 5 points for each reflection; points will be determined by thoughtful responses to prompts that demonstrate critical thinking and integration of materials from the course and are viewed from an anti-racist, anti-oppressive and /or social justice lens:
  - ✓ Your discussion responded to the prompt, demonstrated understanding of and incorporated content from readings and other course materials including cultural factors, and applied content drawing on both reflective and critical thinking skills (2 points)
  - ✓ Your discussion incorporated a social justice, anti-racist, and/or anti-oppressive lens (1 point)
  - ✓ You responded to two peers, building on and deepening your peers' discussions by asking thoughtful questions, integrating course content, and comparing personal perspectives and/or experiences, (1 point)
  - ✓ You demonstrated effective writing, conceptualization of ideas, organization, mechanics (grammar, spelling), and appropriate use of sources, including citations following APA format. (1 point)
- Grades will be calculated based on the highest 3 grades, so you will have the option of completing 3 of the 5 reflections or dropping your lowest grades if you complete more than 3.

**POLICY ADVOCACY CAMPAIGN – Completed in 5 installments and group presentation - 75% of final grade (60% group; 15% individually; incorporates competency assignment for this course)**

**Identifying a policy issue to address and becoming part of a policy advocacy group**

- You are asked to submit your five top choices for a policy area in which you are interested on Canvas no later than **Friday, January 19**. Based on your response, you will be assigned to work in a group with 3-4 of your colleagues to develop a policy advocacy campaign focusing on a specific policy issue that disproportionately impacts groups of color or those with other marginalized identities. For example, if you are assigned to a group interested in child welfare, your group could decide to focus on a policy issue relating to youth who identify as transgender, aging out of foster care, or trauma experienced by children and youth. You will use social justice, anti-racist, and anti-oppressive lenses to advocate for a change in a relevant policy that advances human rights and social, economic, and/or environmental justice.

**Overall focus of the policy advocacy campaign assignment**

- Each policy advocacy group will develop a campaign plan to educate constituents about the policy issues relating to your topic and to advocate for specific changes to address one or more of these issues (eliminating, modifying, or developing a policy at the organizational, community, state, or national level).

As delineated below, some of the required components of the campaign will be group assignments (one assignment submitted for the group) and some will be individual (each member of the group completes and submits the assignment independently).

- It is expected that each group will develop an equitable way of assigning tasks so that all members complete their fair share of the work on the campaign. However, while most group assignments will be delegated to one or more group members, all members need to give initial input and review materials and give final input prior to submission (does not apply to individual assignments).
- Your campaign will be developed in 5 parts and will culminate in a presentation of your campaign at the end of the semester (see table and additional detail for each part below) including:
- Part 1 - an infographic, or an initial visual presentation identifying your topic and giving background information about why it is important (group assignment due by February 9)
- Part 2 - a policy brief with additional detail, including specification of your recommendations for change and what constituents can do to support your recommendations (group assignment due by February 23);
- Part 3 - a logic model delineating how you will implement your campaign, including resources needed, stakeholders you will need to involve, and a timeline for implementing your campaign; a stakeholder engagement plan showing how you plan to engage identified stakeholders, including those likely to support your plan, those “on the fence,” and those you are pretty sure will oppose it (group assignment due by March 8);
- Part 4 – a detailed implementation advocacy plan including how you will “brand” your campaign materials (messaging), how you will use social media and other sources such as billboards, bus placards, or town hall meetings to gather support for your proposed changes; risks that might occur and how you will manage them as you implement your plan, and major talking points you will use

throughout your campaign so that those involved are “on the same page” (group assignment due by April 12);

- Part 5 – Brief testimony (3 minutes) that you would give to a relevant group who has the power to create the change (i.e., Texas legislature or relevant committee; U.S. congressional committee or House or Senate; Texas State Board of Education; Austin Independent School District, City of Austin) promoting your proposed policy change and an op-ed piece that could be submitted to a relevant media source promoting your campaign (both individual assignments; testimony due by April 19; op ed piece due by April 26).
- Campaign presentation – your group will give a 20-minute presentation with 10 additional minutes for questions and discussions at the end of the semester promoting your campaign and the policy changes you are advocating for (April 22 and 29).
- Campaign portfolio – Your group will submit one professional document at the end of the semester incorporating all materials submitted throughout the semester (due by May 3)

The requirements of each of the components of the policy advocacy campaign are summarized below:

Component	Individual or group assignment	Due date	%/total points toward final grade
Part 1 - Infographic	Group	2/9	5%
Part 2 – Policy brief and advocacy campaign recommendations	Group	2/23	15%
Part 3 – Logic model and stakeholder engagement plan	Group	3/8	10%
Part 4 – Implementation of advocacy campaign, including branding/use of social media and other approaches, major talking points used, and risk assessment and management	Group	4/12	15%
Part 5 – Testimony and op ed piece supporting the group’s policy advocacy campaign	Individual	Testimony 4/19 Op ed 4/26	15%
Campaign presentation and portfolio of policy advocacy campaign materials (final submission including all revised documents previously submitted)	Group	Presentation 4/22 or 4/29 Campaign advocacy portfolio 5/3	15%



## **Specific expectations for each part of the policy advocacy campaign:**

### **Part 1 – Infographic (due by February 9)**

- As part of your overall policy analysis project, you will create an infographic. An infographic is a collection of images and data visualizations (pie charts, bar graphs, etc.) with limited text. Your infographic should be informative and easy to understand. Imagine that you would provide this as a handout to individuals to help educate them on the policy issue you have identified and its implications. What is the issue, why is it important, who is impacted and how?
- Note that the Canvas link for this infographic assignment includes examples of infographics, and we will also discuss how to develop and present an infographic in class.
- Your infographic must include at least five scholarly references (can be the same ones used for your policy brief assignment completed in part 2). You may also include references from popular literature (newspapers, magazines, podcasts, etc.) but they cannot be substituted for the minimum of five scholarly references. Consult with a UT librarian, relevant advocacy or think tank organizations, or key stakeholders if you need support searching for sources.
- There are several programs online that can help you make an infographic. Canva is user friendly with several free options and you can build your own. You can also use PowerPoint, Word, Google Slides, or other presentation software.
- The infographic/handout should be uploaded to Canvas as a PDF.

### **Part 2 – Policy Brief (due by February 23)**

- Each group will submit a 7- to 10-page brief on its identified policy issue viewed through the lenses of anti-oppression, anti-racism, and/or social justice. We will discuss and review policy briefs in class, with additional briefs also posted as examples on Canvas in the link for this assignment.
- A policy brief is typically a synthesis of statistical data and empirical evidence about your policy issue. It can present different points of view or focus on the point of view you are advocating for. It should compare different policy alternatives or critique existing or proposed legislation or other policies. Typically, a policy brief includes recommendations and suggested ways that individuals supporting those recommendations can advocate for them.
- Although you can organize your brief based on your issue and how you conceptualize it, a suggested outline typically begins with an introduction – a clear and succinct statement of the problem/issue to be addressed; then background/history, then data, facts, figures on those affected by the problem, its extent and perhaps future projections of the size/scope of the issue if policy changes are not made (here you should focus on disproportionality and its impact on marginalized groups); potential solutions – it's fine to include one specific recommendation here/what you are advocating for; funding; and then next steps, including what individuals/groups can do if they support your recommendation.
- A policy brief should be attractive/visually pleasing, in an easy-to-read format, and can include graphs, charts, photos, relevant quotes. Many briefs use a column format, especially on the first page. Your brief should include the name of the organization and contact information (address, phone, email) as well as a link to the organization's (or policy campaign's) website. Authorship of the brief and sources cited should also be included.

- You must include at least five scholarly references (they can be the same as those used for your infographic. You may also include references from popular literature (newspapers, magazines, podcasts, etc.) but they cannot be substituted for the minimum of five scholarly references. Consult with a UT librarian if you need support searching for sources. Relevant advocacy organizations and think tanks are also excellent sources.
- Your brief should incorporate branding/a tag line and/or logo (you can add this to your final brief submission when you submit your group’s policy advocacy portfolio.)

### **Part 3 – Logic Model and Stakeholder Engagement Plan (due by March 8)**

#### **a. Logic model**

- Each group will develop a logic model, a “road map” that expresses how you are conceptualizing your policy advocacy campaign. More detail and samples will be provided for this assignment in class and in the link for this assignment. Categories to include in your table include:
- Inputs – what resources/human and material will you need? Funding, volunteers/staff, equipment, funding?
- Activities – what activities are you planning? Training of volunteers, outreach, town hall meetings, social media/PSAs?
- Outputs – what outputs are you anticipating – how many people will be trained, view your materials, participate in your activities?
- Impacts - what short-term and long-term impacts do you anticipate (e.g., short-term - how many will be better informed, long-term – your bill passes and estimated 10,000 more women in Texas will receive access to prenatal care and be more likely to deliver healthy full-term babies.

#### **b. Stakeholder Engagement Plan**

- Your stakeholder engagement plan should be a 2-3 page summary delineating who you want to be aware of and engaged in your advocacy campaign – who is your primary audience?
- Include policy makers with the power to approve and implement the recommendations you are advocating for, as well as those who are impacted by the issues your plan is addressing. Think beyond clients – for example, if talking about a policy change that involves SNAP, grocery store retailers are your strongest advocacy group with immense power regarding SNAP administration and policies.
- Ensure that you have a diverse pool of stakeholders (what categories will you consider re identities?) and that your list includes those you know will not support your position as well as those you think will support it. It’s always key to be aware of the opposition and strategies they may undertake to thwart your campaign.
- Are there already-existing advocacy groups or coalitions focused on your issue or related to your issue in some way that you could engage?
- How will you identify and recruit stakeholders? What will their roles be? How will you keep them engaged and informed? (One of the reasons why many campaigns have failed is the short attention span of many stakeholders, especially if they are not kept informed.

- Information identifying stakeholders should be summarized in a table similar to the one below:

Individual/Group	Rationale for Selection	Way(s) Stakeholder Individual or Group will be Leveraged
Individuals do not need to be named but title or role must appear here (e.g., district attorney, mayor, city council member)	A few words or short sentence	A simple list for each individual or group
Use as many rows as needed (one row per individual or group identified)		

**Part 4 – Implementation Plan (due by April 12)**

**What overall strategies will you use in your advocacy campaign and why?**

**How will you “brand your campaign materials/what messaging will you use and why? What logo/tag line will you use; what colors will you use?** The campaign brand must be compelling, memorable, and capable of moving those who are targets of the campaign to some sort of action for the cause.

**What specific activities will you include in your plan?**

**Include at least one of the following in each category:**

Public awareness 1) a billboard, 2) Cap Metro bus wrap (must include mockup), or 3) a radio or television public service announcement (must include audio if radio or video if television).

Social media –1) a Facebook page, X account, or page on another social media link, 2) blog space, or 4) mock-up of a website, including navigation and content, that promotes the proposed campaign.

Other activities – 1) Town hall meetings; 2) participation at resource fairs; 3) presentations at religious organizations; 4) fun runs, or an option of your choice. Be creative but focus on ways to best reach your intended audience first rather than the activity.

**How will you ensure that campaign participants keep the messaging on track?**

Talking points – include a one-page handout (think one minute elevator speech. Bullets or simple text) listing the key points underlying the proposed policy action campaign, including specific recommendations for action. This is important since in campaigns that involve large numbers of individuals, there is a tendency to focus on what is of interest to you when talking about the campaign and a consistent, coordinated message gets lost. This is why many campaigns fail.

**How will you minimize risks and evaluate your campaign?**

Summarize the risks that can occur and jeopardize your campaign and how you plan to address them (you can create a table delineating this information if you wish).

Include a brief evaluation plan – how will you know your campaign is successful?

## **Part 5 – Testimony and Op Ed Piece (individual assignments; testimony due by April 19; op ed due by April 26)**

**Testimony** - targeted toward a group impacted by the group’s proposed policy campaign (e.g., legislative body, City Council, school board).

- Each group member will develop a 3-minute presentation in the form of mock testimony. You will assume that you have been asked to testify before a policy-making body regarding your proposed policy change. You need to make a compelling argument about why your change is important, including relevant background information. You also must make clear what policy changes you are advocating for and why they will result in the changes you think are needed.
- You can either provide written testimony or oral testimony submitted as a YouTube link or in another video accessible format.
- It is suggested that group members view either online or in person a session/hearing of one of the policy-making bodies they hope will approve their proposed policy change, preferably one incorporating testimony.

### **Opinion Editorial (Op-ed)**

- This assignment is designated as the “common assignment” for this course. Students in all sections of this course are required to complete this assignment, which is used to assess student mastery of competency 5 (Engage in Policy Practice) from CSWE’s Educational Policy Accreditation Standards (EPAS).
- Each student will write an opinion editorial related to the policy topic chosen by their policy advocacy group.

### **Background information**

Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your message and advocate directly to a broad audience. Op-eds can be a useful tool for advocates to raise awareness about important social welfare policy issues and to promote the need for specific changes in policies at the local, state, national, or global levels. Op-eds appear each day in almost every newspaper and address current issues, express a viewpoint, and frequently offer policy or other solutions to social problems. If published in newspapers, elected officials and other decision makers, opinion leaders, and a wide range of community members may read them.

### **Instructions**

Your op-ed should meet the following guidelines as articulated in the Council on Social Work Education’s 2022 Educational Policy and Accreditation Standards (EPAS):

Competency 5: “Engage in policy practice”:

Behavior 5a: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

Behavior 5b: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

- You should use social justice, anti-racist, and anti-oppressive lenses while crafting your op-ed piece. Your op-ed should offer viable policy alternatives to improve human well-being and suggest actions that policymakers and/or members of the public should take to address the issues that you address in your op-ed.
- Class time will be dedicated to teaching students how to write a traditional op-ed piece, and

students will be provided resources to assist in the process. Examples will also be provided of editorials and commentaries in electronic formats.

- Students may submit their editorial in traditional, written form or in video or another electronic format. If you chose to write a traditional op-ed, it should be 500 to 750 words, single spaced. If you chose an electronic format, the number of words you use in written or spoken form should probably be similar and the op-ed should not exceed 3 or 4 minutes (depending on factors such as your use of graphics). Be sure your op-ed is based on solid evidence and sources and that you cite sources in a manner appropriate to an editorial.
- Students may choose to submit their op-ed pieces to an appropriate media source for potential publication. If you do, be sure that you check the guidelines for submission, as they vary from publication to publication.
- Each student's op ed piece should be included in the group's policy campaign advocacy portfolio.

### **Policy Advocacy Campaign Presentation (either April 22 or 29)**

Each group will present its policy advocacy campaign at the end of the semester. You will have 20 minutes for your presentation, which should highlight your campaign and include:

- Identification of the policy issue that is the subject of the group's policy advocacy campaign, including background information/importance of the issue, who is impacted and how;
- Summary of policy efforts to date to address the issue and identification of policy change you are proposing with rationale (draw from your policy brief and talking points)
- Brief description of the campaign strategy (e.g., how you are proposing to advocate for the policy change) and desired outcomes
- Display of campaign brand (color scheme, logo, and tag line)
- Demonstration of the various products that comprise the campaign (e.g., Facebook page, public service announcement, web page, blogpost, Twitter (X) account).
- Five lessons your group learned from completing the policy advocacy campaign assignment;
- Be creative in how you present your campaign!

Each group will have 10 minutes following your presentation for questions and discussion.

### **Policy Advocacy Campaign portfolio (due May 3)**

Each policy advocacy group will submit a professionally-prepared electronic portfolio at the end of the semester that includes a compilation of materials developed as part of its policy advocacy campaign.

- Your portfolio should include a table of contents and all parts of the campaign assignment, including individual submissions of testimony and op ed pieces.
- It is suggested that you update all materials after completing your branding/ implementation plan so that they share the same format, including use of logo/tag line and colors. Assume that you are handing your work to a group that is actually going to implement your advocacy campaign and use this assumption as a guide when compiling your portfolio. (Note that this is also a good tool for each of you to have and use during job interviews or your own advocacy efforts in the future.)