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

Course Number:	SW 323K	**Instructor:**	Robert Ambrosino, Ph.D.
Unique Number:	60785	**Email:**	Robert.ambrosino@utexas.edu
Semester:	Fall 2024	**Office:**	On-line (see hours below)
Meeting Time/Place:	TTH	**Office Phone:**	(210) 268-9043
	12:30 pm – 2:00 pm	**Office Hours:**	TTH 10:30 am - noon and by appointment (via Zoom)

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<u>Special Note</u>
This class will be conducted using a combination of synchronous (group learning via Zoom) and asynchronous (independent learning on one's own) formats. All Zoom classes will be conducted during the regularly-scheduled class time (12:30 pm – 2:00 pm) on **Thursdays only, with the exception of the last full week of classes, during which class presentations will be held on both days** (Tuesday and Thursday).

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Social Welfare Programs, Policies, and Issues

I. STANDARDIZED COURSE DESCRIPTION

This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. In this course you will learn about the historical, political, economic, and other social conditions that influence policy development in the United States. The impact of racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status is also explored. Policy areas discussed in this class are those in which social workers play major roles including health care, income insecurity, safety net programs and those impacting people with vulnerabilities. In this course, you will learn to use policy analysis tools and related theories to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy through advocacy.

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your

major. **You should therefore, expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.**

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. **You should therefore, expect a substantial portion of your grade to come from your written work.** Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Prerequisites: Course credit for GOV310L and 3 hours of core history and 3 hours of economics.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course students will be able to:
1. Understand significant historical events, movements and people who have influenced the field of social work and social welfare policy.
2. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity, including racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities and tribal sovereign status, have been addressed.
3. Understand the policies that form the foundation of social welfare policy in the U.S. in major policy areas, including health care, poverty and social insurance and safety net programs.
4. Understand the roles of social workers in the formation of social policy and the effects of social policies on social work practice.
5. Discuss trends in comparative international social welfare and human rights policy.
6. Analyze the connections between the history and contemporary structures of social policy and the value systems and paradigms that drive social change.
7. Analyze basic principles and critiques of various policy related theories, perspectives, and practices, including, but not limited to, perspectives from ecological systems theory, strengths-based perspective, critical race theory, social structural theories, feminist theory, and theories with anti-racism and anti-oppressive focus, with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.

8. Using a social justice lens, identify behaviors and beliefs that perpetuate racist and oppressive policies and suggest strategies for change.
9. Demonstrate policy advocacy skills including the construction of effective advocacy statements.
10. Create a policy analysis around a research question and analysis of existing knowledge and research relevant to the question that includes: a) conclusion(s) that logically follows from the inquiry findings; b) a critique the inquiry process, an outline of the limitations of conclusions or results, and directions for future inquiry; and c) implications of the research and its translation to practical applications.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 5: Engage in Policy Practice
   a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
   b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

III. TEACHING METHODS

This course is designed to provide students with a meaningful learning environment through use of multiple methods of instruction (discussion, lecture, and small-group exercises). Students are expected to complete assigned readings <u>prior</u> to each class period and actively participate in class. Class attendance and participation are essential for successful completion of this course.

This course will use an electronic Canvas site. Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online. To reach your class site on Canvas, please go to http://courses.utexas.edu or go to the Social Work web page and click on Canvas. An internet connection and a UT EID and password will be required to access the course website. The Help Desk available through the UT home page (www.utexas.edu/its/help) or at 475-9400 can assist you with computer and Canvas questions.

IV. REQUIRED TEXTS AND MATERIALS

<u>Course text</u>

Jansson, B. (2018). *Becoming an effective policy advocate* (8th edition). Brooks- Cole Cengage
　Learning (course text).

<u>Book analyses</u>

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

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

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

V. COURSE REQUIREMENTS

Assignment #1 – Social Welfare Policy Advocacy Campaign – 50*%* of course grade.
This assignment, to be completed in three parts, will involve creating a policy advocacy
campaign that focuses on a social welfare policy issue of significance to one or more target
groups. You will use social justice, anti-racist, and anti-oppressive lenses to advocate for a policy
change that advances human rights and social, economic, and/or environmental justice.

Students will work in task teams of 4-5 members each to complete the assignment. Task team
assignments will be made by the course instructor. Some of the 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 though
individual assignments are included in your group's final submission of materials).

Task team assignments will be posted to the course Canvas site on **September 5** (a list of
possible issues/problems will be provided for task teams to consider when identifying the focus
of its policy advocacy campaign). Each team can choose an issue/problem from this list or come
up with one of their own. Teams that come up with an issue/problem of their own must obtain
approval of the course instructor <u>before</u> the team can proceed with that topic.

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

Parts I, II, and III of the assignment are due on **September 26**, **October 17**, and **November 14**,
respectively. The campaign portfolio is due on **December 5** (last day of class). Task group
presentations will take place on **December 2** and **December 5**.

Assignment #2 – book analyses (two books @15% of course grade each, 30% total)
For this assignment, students will read the *Dirty Work* book by Eyal Press, the *Poverty by
America book* by Matthew Desmond, and the article on critical race theory (CRT) by Kolivoski,

Weaver, & Constance-Huggins and respond in <u>3 -5 pages</u> to the following prompts/questions for <u>each</u> book (two separate analyses):

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

The due dates for the *Dirty Work* and *Poverty, by America* book analyses are **10/1** and **10/31**, respectively.

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

The due date for this assignment is **12/5** (last day of class).

Assignment #4 – Individual testimony (15% of course grade)
The Steve Hicks School of Social Work requires that all students in SW323K complete the <u>same</u> common assignment, which is used to assess student mastery of the competencies and practice behaviors that relate to this course (see section on EPAS competencies). One of the essential components of the policy advocacy campaign, testimony supporting the group's policy advocacy issue, will be <u>completed individually</u>. This testimony constitutes the common assignment for this course.

<u>Assignment specifics</u>
The ability to provide testimony to a policymaking body such as a board of education, city council or legislative committee is an essential skill for any policy advocate. Such testimony is intended to influence policy decisions and is a public advocacy statement.

You will be required to <u>write and present</u> individual testimony about your group's policy issue. Testimony should be targeted toward a group impacted by the group's proposed policy campaign (e.g., legislative body, city council, school board). Your testimony should be in a format acceptable to the targeted policy making body (e.g., written, verbal, other types of submissions).

Guidance on completing the testimony will be provided in class. Also, supporting materials about providing testimony can be found in the Individual Testimony folder on the course Canvas site.

Criteria for grading common assignment
The rubric for grading the common assignment can be found on the Course Information page of the Getting Started module on the course Canvas site.

The due date for completing this assignment is **12/5** (last day of class). Note that a copy of the testimony as well as the policy making body to which the testimony was presented (one for each member of the group) is to be included in each task team's policy advocacy campaign portfolio.

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

		Assignment	Due Date	% Grade	Weight
1		Policy Advocacy Campaign		50%	-
		Part I	9/26	-	15%
		Part II	10/17	-	15%
		Part III	11/14	-	30%
		Campaign portfolio	12/5	-	15%
		Class presentations	12/2, 12/5	-	25%
2		Book Analyses		30%	-
		Dirty Work	10/1	-	15%
		Poverty, by America	10/31	-	15%
3		"Greatest Takeaway"	12/5	5%	-
4		Individual testimony	12/5	15%	-
		Total		100%	-

VI. GRADING SCALE

The following distribution will be used to assign grades in this course:

[No A+]	A	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A-	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-
				Minimum to pass course		Below 60.0	F

VII. CLASS POLICIES

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.

Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation,

religious preference, and ability. Moreover, covert acts of disrespect such as sneers and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

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.

Electronic Devices: Students may use communications devices such as laptop and notebook computers and smart phones to support classroom learning. Use of such devices for other purposes is discouraged as it may detract from the learning experience.

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/generalinformation/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.

Assignments and Grades: Assignments should be turned in online on the date they are due barring serious, unforeseen circumstances. Component grades for the various assignments are shown in **Section V** (Course Requirements) above.

Writing Style: The *Publication Manual of the American Psychological Association Sixth Edition* (APA) is the style manual to be used by all students in this course. The manual is available at the library or for purchase at the UT Co-op.

Use of Canvas: The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the

SW Learning Resource Center (LRC), the Flawn Academic Center, and campus and public libraries.

Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications ne made, students will be notified in class and modifications will

be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

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

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

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.

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	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
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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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Resources, Prevention of Discrimination, and Safety

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

IX. COURSE SCHEDULE

Date	Topic	Readings	Assignments
August			
27	ASYNCHRONOUS SESSION (learn on your own)		
	Putting things into perspective: ▪ Development of social welfare policy ▪ Four-factor framework for policy analysis ▪ Texas, the reluctant welfare State	<u>Canvas</u> ▪ Power Point slides • **Getting Started Module** on course Canvas site	Familiarize yourself with all material contained in the **Getting Started Module** on the course Canvas site
29	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Review of course structure and assignments ▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 8/27 ▪ In-class application exercise	Refer to materials from 8/27	*Why is Texas a reluctant welfare state?* (application)
September			
3	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Becoming a motivated social welfare policy advocate ▪ Policy advocacy skills and competencies	<u>Chapters 1, 2, and 3</u> of course text <u>Canvas</u> Power Point slides	**Policy advocacy campaign task teams announced**
5	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 9/3 ▪ In-class application assignment	Refer to readings from 9/3 class	*My policy action hero* (application)
10	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Preparing a policy brief ▪ Using a logic model in a policy advocacy campaign ▪ Finding and tracking legislation	<u>Chapter 8</u> of course text <u>Canvas</u> ▪ Power Point slides ▪ Sample policy briefs ▪ Resource materials on creating logic models	

Date	Topic	Readings	Assignments
12	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 9/10 ▪ In-class application assignment	Refer to readings from 9/10 class	*Assessing policy briefs* (application)
17	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Six-step policy development process	Chapter 7 (pgs. 205 – 209) of course text Canvas ▪ Power Point slides	
19	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 9/17 ▪ In-class application exercise	Refer to readings from 9/17 class	Application exercise to be announced on day of class
24	ASYNCHRONOUS SESSION (learn on your own)		
	▪ What is branding and how does it relate to policy advocacy? ▪ Branding a policy advocacy campaign	Canvas ▪ Examples of policy advocacy campaign brands ▪ Power Point slides	
26	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 9/24	Refer to materials from 9/24 class	*My favorite billboard* (in-class application) **Part I of policy advocacy campaign due**
October			
1	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Stakeholder identification and relationship building ▪ Creating a stakeholder involvement plan	Canvas ▪ Resource materials on interprofessional collaboration ▪ Sample stakeholder involvement plan ▪ Power Point slides	*Dirty Work* **book analysis due**

Date	Topic	Readings	Assignments
3	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/1 ▪ In-class application exercise	Refer to materials from 10/1 class	*My worst stakeholder nightmare* (application)
8	ASYNCHRONOUS SESSION (learn on your own)		
	▪ The role of technology in Advocacy practice	<u>Canvas</u> ▪ Power Point slides ▪ Selected readings on fighting for justice in cyberspace	
10	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/8 ▪ In-class application exercise	Refer to materials from 10/8 class	*My policy advocacy campaign logic model* (application)
15	ASYNCHRONOUS SESSION (learn on your own)		
	▪ How a bill becomes a law in Texas ▪ The federal budget ▪ The Texas state budget	<u>Canvas</u> ▪ Power Point slides ▪ Reference materials from the Texas Legislative Library	
17	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/15 ▪ In-class application exercise	Refer to materials from 10/15	Application to be announced on day of class **Part II of policy advocacy campaign**
22	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Policy advocacy in the global arena	▪ <u>Chapters 4 and 5</u> of course text <u>Canvas</u> ▪ Power Point slides ▪ Resource materials on the international refugee crisis and international social work	

Date	Topic	Readings	Assignments
24	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/22 ▪ In-class application exercise	Refer to materials from 10/22	Application to be announced on day of class
29	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Understanding the ecology of policy in government, electoral, community, and agency settings	Canvas Power Point slides	
31	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 10/29 ▪ In-class application exercise	Refer to materials from 10/29	***Poverty, by America* book analysis**
November			
5	ASYNCHRONOUS SESSION (learn on your own)		
	• Importance of public speaking skills in policy advocacy work ▪ Preparing testimony ▪ Preparing an op-ed	Canvas ▪ Power Point slides ▪ Sample testimony ▪ Sample op-eds	
7	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 11/5 ▪ In-class application exercise	Refer to materials from 11/5	Application exercise to be announced on day of class
12	ASYNCHRONOUS SESSION (learn on your own)		
	• Developing political strategy ▪ Presenting and defending policy proposals	Chapters 9 and 11 of course text Canvas Power Point slides	
14	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 11/12 ▪ In-class application exercise	Refer to materials from 11/12	Application exercise to be announced on day of class **Part III of policy advocacy campaign**

Date	Topic	Readings	Assignments
19	ASYNCHRONOUS SESSION (learn on your own)		
	▪ Power tools of advocacy ▪ Ballot-based advocacy	Chapter 10 and Chapter 12 of course text Canvas Power Point slides	
21	SYNCHRONOUS SESSION (group learning via Zoom)		
	▪ Instructor will provide commentary on and lead class in a discussion of topics covered on 11/19 ▪ In-class application exercise	Refer to materials from 11/19	Application exercise to be announced on day of class
26	Fall break/Thanksgiving – **no class held**		
28	Fall break/Thanksgiving – **no class held**		
December			
2	Class presentations	No readings	
5	Class presentations	No readings	**Policy advocacy campaign portfolio** **"Greatest takeaway" assignment**

X. BIBLIOGRAPHY

Additional readings

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Birkland, T.A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making* (5th edition). Routledge.

Brown, L., Langanegger, J.A., Garcia, S., Lewis, T.A., Biles, R., & Rynbrandt, R. (2021). *Practicing Texas politics* (18th edition). Wadsworth Cengage Learning.

Chang-Muy, F., & Congress, R. (Eds.) (2023). *Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy.* Springer.

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Engler, M. & Engler, P. (2016). *This is an uprising: How nonviolent revolt is shaping the twenty-first century*. Nation Books.

Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America.* University of California Press.

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

Karger, H.J., & Stoesz, D. (2018). *American social welfare policy: A pluralist approach* (8th edition). Pearson.

Keller, B. (2022). *What's prison for? Punishment and rehabilitation in the age of mass incarceration.* Columbia Global Reports.

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Suggested websites
Brookings Institution www.brook.edu
Center for the Study of Social Policy http://www.cssp.org
Center on Budget and Policy Priorities www.cbpp.org
Center for Law and Social Policy www.clasp.org
Center for Research on Child Well-being http://crcw.princeton.edu
Children's Defense Fund www.childrensdefense.org
Child Welfare Information Gateway https://www.childwelfare.gov/
Kaiser Family Foundation www.kff.org
Institute for Research on Poverty www.ssc.wisc.edu/irp
Mathematica Policy Research www.mathematica-mpr.com/
MRDC www.mdrc.org
National Association of Social Workers/Texas Chapter http://www.naswtx.org/
National Association of Social Workers http://www.socialworkers.org/
National Indian Child Welfare Association (NICWA)www.nicwa.org
Pew Hispanic Center http://www.pewhispanic.org
RAND Corporation http://www.rand.org/
Urban Institute www.urban.org

Texas Policy Advocacy Research Organizations and Resources
Center for Public Policy Priorities http://forabettertexas.org/
Texas Legislative Reference Library http://www.lrl.state.tx.us/index.cfm
Texas House Research Organization http://www.hro.house.state.tx.us/
Texas Senate Research Center http://www.senate.state.tx.us/src.php

Federal Government sites websites
Bureau of Labor Statistics www.bls.gov
Congressional Budget Office www.cbo.gov
Find a bill or law www.congress.gov
United States Census Bureau www.census.gov
United States Department of Agriculture (www.usda.gov)
United States Department of Health and Human Services (www.dhhs.gov)
United States Department of Housing and Urban Development (www.hud.gov)
United States Food and Nutrition Service (https://www.fns.usda.gov/)
United States House of Representatives http://www.house.gov/
United States Senate http://www.senate.gov/
United States Women's Bureau https://www.dol.gov/agencies/wb

Attachment
Instructions for Completing Policy Advocacy Campaign Assignment

This assignment, to be completed in three parts, will involve creating a policy advocacy campaign that focuses on a social welfare policy issue of significance to one or more target groups. You will use social justice, anti-racist, and anti-oppressive lenses to advocate for a policy change that advances human rights and social, economic, and/or environmental justice.

Students will work in task teams of 4 – 5 members each to complete the assignment. Task team assignments will be made by the course instructor.

A list of possible issues/problems will be provided to task teams to consider when determining the focus of its policy advocacy campaign. Each team can choose an issue/problem from this list or come up with one of their own. Teams that come up with an issue/problem of their own must obtain approval of the course instructor <u>before</u> the team can proceed with that topic.

Team members are expected to divide the workload fairly among members. Some products will be developed by group members individually, while others will be developed by all members of a group working collaboratively (see Part III below). Note that sixty-five percent (65%) of the grade for this assignment will be based on the team effort (each team member will receive the same grade); 35% will be based on individual effort based on Peer (team member) ratings.

Each task team will submit a portfolio at the end of the semester that includes a compilation of materials developed as part of its policy advocacy campaign.

Part I – Issue identification and delineation
Policy brief
Each task team will submit a 7- to 8-page brief on its identified policy issue. The brief should follow the format presented and discussed in class. Examples of policy briefs from previous classes will be posted to the Policy Brief folder on the course Canvas site.
Logic model
Each task team will develop a *logic model* for its proposed policy advocacy campaign, using the framework presented and discussed in class. Teams are to restrict the outcomes section of the model to *short-term* and *long-term* outcomes <u>only</u>. Information about the *assumptions* and *environmental factors* associated with the proposed advocacy campaign must also be included in the logic model.

Part II – Involvement of stakeholder groups

<mark>Stakeholder identification and assessment</mark>

Each task team will identify the individuals and/or groups that the team would involve in developing its advocacy campaign, including the rationale for selecting each individual or group and how the power or position held by that individual or group will be leveraged in developing and implementing its campaign.

This information is to be summarized in a table as shown below.

Individual or Group	Rationale for Selection	Way(s) that Position Held by Individual/Group will be Leveraged
Individuals do not need to be named but their title or role must appear here (e.g., district attorney, mayor, city council member)	A few words, or possibly a short sentence	A simple list for each individual or group will work here
Use as many rows as necessary to complete this table (one row per individual or group)		

Part III – Strategies to be deployed

<mark>Strategies</mark>

• Each task team will describe the *universe of strategies* (various options) available to the team in implementing its advocacy campaign, including the *pros* and *cons* of using *each* strategy (note that there may be only one strategy or option, depending on the conditions surrounding the campaign such as politics, window of opportunity, cost, and the like).

• Each task team will describe the strategy or combination of strategies that will *actually be used* in the team's proposed advocacy campaign, including the rationale for the team's selection (for example, using sports figures or other celebrities to serve as influencers, getting the city to publicly endorse the advocacy campaign, or developing a grass roots campaign from the ground up).

This information is to be summarized in a table as shown below.

Universe of Available Strategies or Options	Strategy/Strategies to be Used in Campaign	Rational for Selecting Strategy/Strategies to be Used in Campaign
Strategy/option Pros: Cons:	Typically, there is only one strategy to be used in a campaign, but there could be more than one depending on the conditions surrounding the campaign	Examples include availability of resources (including funding), timing (window of opportunity), greatest potential for support from stakeholders
Use as many rows as necessary to complete this table (one row per strategy/option)		

Resources
- Each task team will identify the resources (be sure to be exhaustive here) that will be required to implement the team's proposed policy advocacy campaign as well as how those resources will be acquired or mobilized. The team can refer to the *Inputs* section of the *logic model* that was developed in Part I for a listing of the resources.

This information is to be included in a table as shown below.

Resource	How Resource will be Acquired
Examples include volunteers, funding, spokespersons or influencers, materials, technology	In a few words, possibly a short sentence.
Use as many rows as necessary to complete this table (one row per resource)	

Critical success factors
- Each task team will identify the *critical success factors* (CSFs) associated with implementing the team's proposed policy advocacy campaign as discussed in class (a simple list of factors will suffice here).

Timetable of key events
- Each task team will create a timetable of key events that will be involved in developing and implementing the proposed policy advocacy campaign, including "drop dead" dates that cannot

be missed if the campaign is to be a success. The format for the timetable will be discussed in class.

Risk management

Each task team will identify the risks associated with successful implementation of the proposed policy advocacy campaign as well as a plan for managing these risks. This information is tantamount to what is commonly referred to as a "risk management plan."

This information is to be included in a table as shown below:

(A) Risk	(B) Likelihood of Occurrence	(C) Severity*	Impact (B x C)	Plan for Managing Risk*
Name the risk here	1, 2, or 3	1, 2 or 3	1 to 9	In a few words, possibly a short sentence
Use as many rows as necessary to complete this table (one row per risk)				

Where:
1 = low, 2 = medium, and 3 = high.

*A "who will do what, when, and how" approach should be taken in assembling the information to be included in this column of the table.

Evaluation of efficacy of campaign

• Identify the steps the team will take to evaluate the efficacy or effectiveness of the proposed policy advocacy campaign in achieving the *short-term* outcomes specified in the campaign logic model (a bullet list will suffice here).

Advocacy campaign portfolio

Each task team will submit a portfolio at the end of the semester that includes the following products:

<mark>Branding</mark> – color scheme, logo, and tag line to be used by the campaign, with a brief explanation explaining the relevance of each element to the campaign. The campaign brand must be compelling, memorable, and capable of moving those the target or targets of the campaign to some sort of action for the cause.

<mark>Public awareness</mark> – at least <u>one</u> of the following: 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).

<mark>Social media</mark> – At least <u>one</u> of the following: 1) a Facebook page, 2) blog space, or 4) mock-up of a website, including navigation and content, that promotes the proposed campaign.

<mark>Talking points</mark> – one-page handout listing the key points underlying the proposed policy action campaign, including specific recommendations for action.

<mark>Individual testimony</mark> - targeted toward a group impacted by the team's proposed policy campaign (e.g., legislative body, City Council, school board).

Final presentation

Each task team will prepare a 20 - to 25-minute PowerPoint or other (e.g., Canva) presentation highlighting its policy advocacy campaign to include:

• An overview of the policy issue and proposed policy change (summary of policy brief)

• Branding/logo/tag line, and a demonstration of the various products that comprise the team's campaign (e.g., Facebook page, public service announcement, web page, blogpost). Note that one or more video clips should be incorporated into the presentation to underscore the importance or significance of the information being presented.

Criteria for grading the final presentation will be discussed in class and posted to the Class Presentation folder on the course Canvas site. Presentations will be given during the last week of class (December 3 and December 5).

A summary of proposed policy advocacy campaign requirements and associated due dates is shown in the table below.

Assignment	Due Date	% Grade	Weight
Policy Advocacy Campaign		50%	-
Part I	9/26	-	15%
Part II	10/17	-	15%
Part III	11/14	-	30%
Campaign portfolio	12/5	-	30%
Class presentations	12/2, 12/5	-	10%
	-	-	100%