

The University of Texas at El Paso
Department of Social Work
SOWK 5357 CRN 12699 SOCIAL POLICY I - Fall 2020

Instructor: Dr. Eva M. Moya
Office Hours: Friday 8:30 – 10:30 am & by
appointment, ***please call to confirm***
appointment

Meeting Time: **Saturday** 10:30 am – 1:15 pm
Email: emmoya@utep.edu
Cell Phone: (915) 253-6466

Classroom: Online Remote teaching due to COVID contingency. Instructor will use Zoom for all classroom instruction. The zoom instructions to login will be provided a week before class.

I. COURSE DESCRIPTION

Course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs to understand the relationship between social policy and social work practice.

II. STUDENT COMPETENCIES AND COURSE LEARNING OBJECTIVES (CO):

Based on the UTEP Social Work Program's Mission Statement, Goals, and Objectives for the MSW Program, and on the Council on Social Work Education 2015 Competencies, students who complete this course are expected to be able to:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context: Competency 1 (a)
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations: Competency 1 (b)
- Acknowledge that activism in relation to policy is an ethical imperative for social workers, and is anchored in the purposes of the profession (Ethics of Activism): Competency 1 (c)

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels: Competency 3 (a)
- Engage in practices that advance social, economic, and environmental justice: Competency 3 (b)
- Assess how the structure of current social welfare policies affects people of various ages, ethnic backgrounds, racial categories, socioeconomic statuses, genders, and physical and mental disabilities, with focus on the U.S.-Mexico border region (Differential Effects): Competency 3 (c)

Competency 5: Engage in Policy Practice

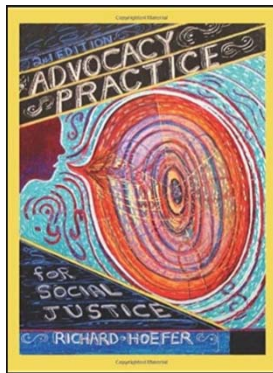
- Identify social policy at the local, state, and federal level that affects well-being, service delivery, and access to social services (Current Events): Competency 5 (a)

- Assess how social welfare and economic policies affects the delivery of and access to social services (Assessment): Competency 5 (b)
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (Critical Thinking): Competency 5 (c)
- Critically evaluate the outcomes of social welfare policy development, implementation, and evaluation at state and federal levels (Evaluation): Competency 5 (d)
- Utilize multiple frameworks for analyzing social welfare policy (Theories): Competency 5 (e)

Competency 6: Engage with Organizations and Communities (subset of Engagement with Individuals, Families, Groups, Organizations, and Communities)

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies: Competency 6 (a)
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies in organizations and communities (Reflection): Competency 6 (b)
- Describe strategies of advocacy and social change that advance social and economic justice that can be undertaken collaboratively with members of the group at risk and colleagues (Collaborative Change Strategies): Competency 6 (c)

III. REQUIRED TEXTBOOKS/VIDEOS/OBSERVATIONS



Required textbook for the course is:

Hoefler, R. (2019). Advocacy Practice for Social Justice. Fourth Edition. Lyceum.

Additional materials required:

National Association of Social Workers Code of Ethics accessible in English and Spanish:
<http://www.socialworkers.org/pubs/code/default.asp>

Haidar, A. (n.d.). Social Workers and the Protection of Immigrant and Refugee Rights.
 Retrieved August 21, 2019, from
<https://ssa.uchicago.edu/social-workers-and-protection-immigrant-and-refugee-rights>

Readings Posted on Blackboard beginning August 20, 2020

IV. COURSE ASSIGNMENTS and GRADING PROCEDURES

Participation, Skill Building & Student-led Reading Discussions - 30% (300 points)

Class attendance is worth 112 points, participation is worth 113 points each and student led presentation and discussion is worth 75 points. Both are extremely important in the course because it stresses the acquisition of skills. **Regular class attendance with active participation is expected.** When students participate actively in class discussions, learning is enhanced. It is the student's responsibility, whether present or absent, to keep abreast of assignments. Class attendance is not optional. Students are expected to come to all classes. Points will be lost for unexcused absences, late arrivals, early departures, mid class breaks, and, to a lesser degree, excused absences (you may call, email or talk with me ahead of class to be missed for an excused absence). A student will be dropped from the course for continuous absenteeism.

Midterm: Group Practical Policy and Service Project- 35% (350 points)

Students will be assigned in groups to work on U.S. Immigration Policy salient topics in support of immigrant children and families that affects the border region. A 3-5 min video or equivalent production will be presented in class and a ten-page paper will be written in APA style and include the following section:

- Introduction – policy background
- Impact this policy had at the time introduced (7 scholarly articles)
- Public Perception (2 scholarly article)
- Residual effect on current policy (3 scholarly articles)
- Conclusion

In addition:

- Infographic (1-2 pages)
- 3-5 Video production. You may use BB video applications or equivalent)

A ten-page paper using APA citation style, single spacing and size 12 font.

Final: Individual Policy Project-35% (350 points)

Imagine you are working with a policy or decision maker at the local, county or state level who believes that our locality or an agency is not doing enough to address social inequalities and injustices. You have been asked to write a 10-page paper using recent and relevant social policy issues and propose strategies to advocate and implement proposed change. The Policy practice assignment should 1) provide an overview of the specific policy issue, 2) present an explanation of why this situation exists and 3) suggest strategies at the policy, community, organizational and/ or individual level that could be implemented. The strategy you propose will target those risk factors as well as the determinants that contribute to the

inequalities. Provide support for your policy brief based on class readings, current literature (peer-review sources), personal experience and observation.

You will be assigned other groups presentation to link to the competencies for this course

A 10-page policy paper using APA citation style, single spacing and size 12 font.

GRADING

Grading is based on the following scale:

| | |
|-----------------|---|
| 1000-900 points | A |
| 890-800 | B |
| 790-700 | C |
| 690-600 | D |
| 590-or below | F |

V. TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

VI. COURSE COMMUNICATION

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

Office Hours: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held via Zoom, FaceTime and by appointment during the following times: **Fridays 8:30 -10:30 am Mountain Time**

Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.

Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

VII. NETIQUETTE

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

VIII. COURSE POLICIES

Attendance and Participation

This class requires that you participate in scheduled weekly zoom sessions. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates.

Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

If you are unable to attend a class session, please let me know as soon as possible so that accommodations can be made when appropriate.

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in scheduled weekly Blackboard Collaborate sessions and discussions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Excused Absences and/or Course Drop Deadline

Students who miss more than three classes will be automatically withdrawn from class with a grade of W if absences occur prior to the drop date for fall 2020 or an F if the total of class sessions missed exceeds three after the first four weeks of the course. Students wishing to drop a course and receive a grade of W must do so prior to the Drop Social Work Department Deadline. Dropping a course after that time will result in an automatic grade of F.

Late assignments

Any assignment that is not turned in on the day and time that it is due will be considered late. Ten points will be deducted for each day assignment is late. **No** assignments will be accepted after thirty points has been deducted.

Make-Up Work

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Confidentiality

Information shared in class about agencies and clients is covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

Academic honesty

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and

Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

IX. ACCOMMODATIONS POLICY

UTEP is committed to both the spirit and the letter of federal equal opportunity legislation (reference Public Law 93112 – The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled American with Disabilities Act (ADA), pursuant to sections 503 and 504 of The Rehabilitation Act of 1973, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal. UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.

X. COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or

exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

XI. TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX. In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. <http://admin.utep.edu/Default.aspx?tabid=68750>

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s):

Gabriel Ramirez, Title IX Coordinator (Oversees Investigations and policy implementation)
(915)747-8358 gramirez2@utep.edu

Andrea Lafleche, Deputy Title IX Coordinator (Investigation of concerns related to students) **(915) 747-9375** aclafleche@utep.edu

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)
(915) 747-5648 cmandalis@utep.edu

XII. RESOURCES FOR STUDENT SUCCESS AND WELL-BEING

UTEP provides a variety of student services and support:

Technology Resources

- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- **UTEP Library:** Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC):** If you struggle with writing, the tutors at the UWC can help you. Check out their website – <http://academics.utep.edu/writingcenter> and submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. You can also call **(915)-747-5112**
- **RefWorks:** A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide <https://libguides.utep.edu/socialwork> or contact Marissa Testerman mtesterman@utep.edu for further guidance.

Individual Resources

- **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals.
- **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- You can call at **(915) 747-5302** or visit their website www.utep.edu/counsel
- **The Student Health Center:** is located in the Union Building East, Suite 100, call to schedule appointments **(915) 747-5624**.
- **Mental Health Crisis Line (915) 779-1800**
- **National Suicide Prevention Hotline 1-800-273-8255** and **Veterans Crisis Line 1-800-273-8255**
- **National Alliance on Mental Illness (NAMI) (915) 534-5478**

Related Resources

- **Center against Sexual Assault Family Violence Helpline: (915) 593-7300**
- **El Paso Police Department (911) or UTEP Police Department (915) 747-5611**
- **Suspected harm of children or older persons, Child/Adult Protective Services 1-800-252-5400**
- **National Domestic Violence Hotline 1-800-799-SAFE (7233)**

XIII. COURSE EVALUATION

UTEP issues a survey that evaluates both the course and the instructor. The evaluation is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XIV. COURSE ASSIGNMENTS AND LEARNING ACTIVITIES

A variety of learning methods are used including lectures, discussions, exercises, assignments, readings, and videos.

This syllabus is subject to change. The syllabus may change to accommodate student-learning needs. Blackboard will always contain the most up-to-date version of the class syllabus, and the student is responsible for keeping up with the announcements made in class and online. Please check Blackboard and your email regularly for the most current version of the class syllabus.

XV. COURSE SCHEDULE

Schedule is subject to change based on instructor's assessment of needs of students.

| Fall 2020 | Assigned Readings and Course Schedule | Topics | Competencies |
|--|---------------------------------------|---|--------------|
| Lecture 1 Saturday 08/29/2020 | Introduction | <p><i>Activity:</i> Introductions - One Word Goals of Class Vote on Classroom Policies</p> <p><i>Reading:</i> Haidar, A. (n.d.). Social Workers and the Protection of Immigrant and Refugee Rights.</p> <p><i>Think of a current social policy issue affecting the border</i></p> | 1b |
| Lecture 2 09/05/2020 | NASW Code of Ethics | <p>Policy and Social Work Values</p> <p>Reading Discussion: Haidar, A. (n.d.). Social Workers and the Protection of Immigrant and Refugee Rights</p> <p><i>Groups will be formed</i></p> <p>1st & 2nd Student-led Presentations</p> | 1a; 3b; 3c |
| Lecture 3 09/12/2020 | Advocacy and Advocacy Practice | <p>Chp 1 Unified Model</p> <p>Chp 2 Social Work Ethics, Values and Advocacy Practice "Advocacy Practice" 4th Edition By Richard Hofer</p> <p>3rd, 4th & 5th Student-led Presentations</p> | 5d; 5e; 6b |

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| Lecture 4 09/19/2020 | Yes, you can be a Social Worker and an Advocate | Chp 3 Getting Involved Chp 4 Understanding the issue "Advocacy Practice" 4 th Edition By Richard Hoefer 6th, 7th & 8th Student-led Presentations | 5a, 5b, 5c, 5d, 5e; 6c |
| Lecture 5 09/26/2020 | Advocacy and Advocacy Practice | Chp 5 Planning in Advocacy Practice "Advocacy Practice" 4 th Edition by Hoefer 9th & 10th Student-led Presentations | 1c, 3a |
| Lecture 6 10/03/2020 | Presenting the Issue and Evaluating Advocacy | Chp. 7 Presenting Information Effectively Chp. 9 Evaluating Advocacy "Advocacy Practice" 4 th Ed. by Hoefer 11th, 12th & 13th Student-led Presentations | 5d, 5e, 6c |
| Lecture 7 10/10/2020 | Advocacy and Your Practice | Chp. 11 Integrating Advocacy Practice into your Social Work Practice "Advocacy Practice" 4 th Edition By Richard Hoefer 14th, 15th & 16th Student-led Presentations | 1a, 1b, 1c, 3c |
| Lecture 8 10/17/2020 | Telehealth, Technology and Social Work | Chp 8 Electronic Advocacy "Advocacy Practice" 4 th Edition By Hoefer 17th, 18th & 19th Student-led Presentations Mid Term Group Project Due (Mid Term covers all competencies especially 5d and 6c), presentations will be held on 11/21/2020 | 3d, 5c, 5d, 6a |
| Lecture 9 10/24/2020 | Policy as Process | Virtual discussion with policy and decision makers. Local, State and Federal Representatives. 20th, 21st & 22nd Student-led Presentations | 3a, 3b, 3c, 3d, 6a, 6b, 6c |
| Lecture 10 10/31/2020 | Key Areas of Social Policy | Chp. 11 Social Security Past Present and Future Chp. 14 Health and Mental Health Policy "Social Policy and Social Justice" by Michael Reisch. From Blackboard 23rd, 24th & 25th Student-led Presentations | 1a, 1b, 1c, 3a, 3b, 3c |

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|--|--|---|------------------------------|
| Lecture 11 11/07/2020 | Key Areas of Social Policy Continued | Chp. 15 Human Services in the United States "Social Policy and Social Justice" by Michael Reisch. From Blackboard 26th & 27th Student-led Presentations | 3a, 3b, 3c |
| Lecture 12 11/14/2020 | Doing Justice | Virtual discussion with social justice leaders. Community-based organizations from Ciudad Juarez and El Paso. Final Individual Policy Project paper due 11/19 | 3a, 3b, 3c, 5c, 5d |
| Lecture 13 11/21/2020 | Group Project Presentations Individual policy paper presentations Part 1 | Midterm Group Project presentations (3-5 min video and discussions) Part 1: Individual elevator speech of your policy paper. Policy assignment is to be submitted on Blackboard on 11/19. | |
| Lecture 14 11/28/2020 | Thanksgiving Weekend | | |
| Lecture 15 12/05/2020 | Course Summary Individual policy paper presentations Part 2 Coming to the end Evaluation | Overview of competencies and concepts covered in class. Part 2: Individual elevator speech of your policy paper. | All competencies for course. |