I. COURSE PURPOSE

This course is the second part of a two-semester continuum in which foundation knowledge and skills associated with social welfare policy practice are presented. In this course, students build on the previous policy content that focused on: analysis and critique of the values and principles that shape social welfare policy; the history of social welfare; the development of the social work profession; and an overview of the legislative and budget processes.

The purpose of this course is twofold: 1) to teach students how to critically analyze social policies using a value-critical framework that promotes economic and social justice especially for diverse and historically underserved and vulnerable populations, and 2) to impart essential policy advocacy strategies and tactics to advance social policy change with particular emphasis on meaningfully engaging/including clients, consumers, and other vulnerable constituents in all aspects of the process.

II. ADDITIONAL EDUCATIONAL OBJECTIVES

At the completion of the course, the student should also be able to:

1. To understand the rationale and underlying values which support policy analysis and policy advocacy as core practice areas in generalist social work practice.

2. To appreciate the unique perspective social workers bring to policy analysis and policy advocacy, especially as it relates to reducing social stigma and increasing
access to and utilization of social welfare services to promote economic and social justice.

3. To learn key terminology used in policy analysis and how to apply this terminology when analyzing social policy.

4. To gain an understanding of one method used by policy practitioners to analyze a social welfare policy.

5. To learn about what organizational characteristics are needed for effective policy advocacy in a social service setting.

6. To understand the role of clients as partners in the public policy process.

7. To demonstrate the ability to create an advocacy strategy grounded in the values and experiences of the diversity of people affected by social policy decisions.

8. To understand ethical dilemmas associated with policy practice.

9. To demonstrate the ability to critically analyze the dimensions of social policy from a value-critical approach.

10. To demonstrate the ability to pull together key components for an advocacy briefing packet.

11. To develop and demonstrate skills in advocacy practice, including:
   - developing effective advocacy materials;
   - using media effectively;
   - working with elected and appointed government officials; and
   - giving an advocacy briefing.

III. COURSE REQUIREMENTS

A. Required Reading


ISBN-10: 0-9842752-1-5
*copies of this text are on reserve in Mullen Library. Select chapters will be available on Blackboard.

B. Recommended Reading


C. Other Recommended Resources and Media


Advocacy

Charity Lobbying for the Public Interest [http://www.clpi.org](http://www.clpi.org)
OMB Watch [http://www.ombwatch.org](http://www.ombwatch.org)
National Association of Social Workers [http://www.naswdc.org](http://www.naswdc.org)

Government

Thomas @ Library of congress [http://thomas.loc.gov](http://thomas.loc.gov)
United States Census Bureau [http://www.census.gov](http://www.census.gov)
Guidelines for each assignment will be distributed and discussed in class.

**Group Advocacy Module [30% of Grade]:** Students will work in teams of 3 to 5 to complete the advocacy assignments. Students will design an advocacy campaign for the Metro DC Chapter of NASW. Students will plan, implement and evaluate the 2013 Social Work Shout! The Social Work Shout Out raises visibility for the social work profession and issues and policies that are important to it. The advocacy assignment will include three components to demonstrate competency in 1) preparing an advocacy briefing packet, 2) developing a concrete action plan that meaningfully engages consumers, and 3) giving a persuasive advocacy briefing to policy decision-makers. Due dates for the Group Advocacy Module are:

1. **Statement of Advocacy Goal:** Each group will submit a brief typed statement (1 paragraph maximum) describing the advocacy goal. **January 21.**

2. **Advocacy Briefing:** In their group, students will be asked to give a 15 minute presentations on how the group’s work will increase visibility of the social work profession during the 2013 Social Work Shout Out! The presentations can be no longer than 15 minutes per group. There will be a brief question and answer period after each briefing. **The advocacy briefing will occur on February 26.** (25 points).

   Advocacy groups should feel free to make up roles or positions on the advocacy team and to assign roles and talking points for selected team members.

3. **Advocacy Briefing Packet:** In groups of 3-5 people, students will prepare an advocacy briefing packet targeted at persuading and informing policy decision maker (25 points).
4. **Advocacy Strategy Paper:** Students will design an advocacy campaign to increase the visibility of the social work profession during the 2013 Social Work Shout Out! To help complete this paper, students will be provided with:

- An *Advocacy Strategy Planning Guide*;
- A sample *Action Plan*; and
- Guidelines for the completing the paper.

An *Action Plan*, completed in the recommended format, should be included as an attachment to the paper. Each paper should be 10-12 pages (not including the *Action Plan*).

**Most important:** Students should give great emphasis to the role of the consumer/client/constituent in defining, planning, designing, and carrying out aspects of the strategy. The social worker should act in a facilitative role. **The paper will be due on March 18.** (50 points).

**Policy Analysis Module [60% of Grade]:** Students will select and research a pending bill or recent policy that has been considered in the U.S. Congress or a state legislature (including the DC City Council). The policy analysis will include a problem analysis, a summary of the bill, a political analysis, and an application of an adapted version of the Chambers and Bonk framework for policy analysis to the selected policy. Due dates for the policy analysis module are:

1. **Statement of Policy Selection:** Students will submit a brief typed statement (1 paragraph maximum) describing the policy you will examine. **Due: March 11.**

2. **Concept Paper:** Students are required to submit a 2-3 page proposal for their scholarly paper, as well as a preliminary reference list with a minimum of 10 scholarly references. **Due: April 8.** (25 points).

3. **Policy Analysis Paper:** Following the guidelines handed out in class, students will analyze their selected policy according to an adapted version of the Chambers and Bonk framework for analyzing a social policy. Papers should be 12-15 pages double-spaced. **Due: May 6.** (50 points).

**E. Grading Policy and Weights of Assignments**
Grades will be based on the CUA Grading Policy. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:
Policy Analysis Module [60% of Grade]

Assignment 1: Concept Paper 25%
Assignment 2: Policy Analysis Paper 75%

Group Advocacy Module [30% of Grade]

Assignment 3: Brief Presentation 25%
Assignment 4: Briefing Packet 25%
Assignment 5: Advocacy Strategy Paper 50%

Preparation, Attendance & Participation [10% of Grade] 10%

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<td>B</td>
<td>83 – 86</td>
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<td>B-</td>
<td>80 – 82</td>
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<td>C</td>
<td>70 - 79</td>
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<tr>
<td>F</td>
<td>0 - 69</td>
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F. **Preparation, Attendance & Participation**

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, doing assignments, and participating in class activities. The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade (modified from Maznevski, M., (1996). Grading Class Participation. *Teaching Concerns*, http://www.virginia.edu/~trc/tcgpart.htm).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Participation Criteria</th>
<th>(Carpenter-Aeby, 2001)</th>
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<tr>
<td>0</td>
<td>No effort</td>
<td>Absent</td>
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<td>No effort, disruptive, disrespectful.</td>
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<tr>
<td>60-70</td>
<td>Infrequent Effort</td>
<td>Present, not disruptive (This means coming in late.)</td>
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<td>Tries to respond when called on but does not offer much.</td>
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<td>Demonstrates very infrequent involvement in class.</td>
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<td>70-80</td>
<td>Moderate Effort</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</td>
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<td>Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
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<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
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<td>Demonstrates sporadic involvement.</td>
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<tr>
<td>80-90</td>
<td>Good Effort</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</td>
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<td>Offers interpretations and analysis of case material (more than just facts) to class.</td>
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<td>Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
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<td>Demonstrates consistent ongoing involvement.</td>
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<tr>
<td>90-100</td>
<td>Excellent Effort</td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</td>
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<td>Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.</td>
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<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.</td>
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<td>Demonstrates ongoing very active involvement.</td>
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<td>Total Pts</td>
<td>100 points</td>
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G. **Course and Instructor Evaluation**
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

V. **CLASS EXPECTATIONS**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements.

*NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.*

A. **Scholastic Expectations**
All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Behavioral Requirements:**
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.
C. **Timeliness of Assignments**
   All assignments must be submitted on their due dates, with rare exceptions given at the discretion of the instructor. Papers will be marked down **5 points** for every day they are turned in late.

D. **Academic Honesty**
   Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

E. **Confidentiality**
   Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

   Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

F. **Accommodations**
   Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

G. **Use of Electronic Devices** *(faculty agreed it is up to each instructor to allow or disallow laptops)*
   **No laptops or other electronic devices are permitted in the classroom,** unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
COURSE OUTLINE

1 01/14
COURSE INTRODUCTION
The class will discuss the role of social workers in social policy development and advocacy, considering the unique contribution social workers bring to social policy development. The role of social work values in social work policy practice will be discussed. Students will consider trends in social service provision that underscore the need for social work policy practice (e.g., devolution, privatization, faith-based initiatives).

Required Reading


NASW Code of Ethics
http://www.socialworkers.org/pubs/code/default.asp

Recommended Reading


2 01/28
POLICY ADVOCACY: DEFINING ADVOCACY, TYPES OF ADVOCACY, DEVELOPING AN ADVOCACY STRATEGY
Students will understand the definition and various types of advocacy practice and learn a framework for planning an advocacy strategy with an emphasis on meaningfully engaging the “affected population” in planning, developing, and implementing the advocacy strategy.

Required Reading


Organizing for social change – Handouts
Students will learn about the basic tactics used in carrying out an advocacy strategy, including online organizing, letter writing, petitioning, visiting policy-makers, holding rallies, and so on. Continued emphasis will be placed on meaningfully including clients or the “affected population” in all aspects of the advocacy tactics.

Required Reading
Bobo, Kendall & Max (2010) Chapters 4-5, 9, and 15


Organizing for social change – Handouts

**TACTICS ASSOCIATED WITH ADVOCACY/ORGANIZING STRATEGIES (PART II).**

Students will work in teams to create an advocacy strategy with tactics and present their group work at the end of class.

**ADVOCACY AND THE INTERNET STUDENTS WILL LEARN ABOUT METHODS FOR ELECTRONIC ADVOCACY.**

Students will consider methods of electronic advocacy.

Required Reading


**IMPLICATIONS FOR ORGANIZATIONAL PRACTICE**

Students will learn about the characteristics of organizations that support advocacy practice; building blocks for agency-based advocacy practice; and the IRS restrictions associated with lobbying activities.

Required Reading


7 ADVOCACY BRIEFING
02/26 Students will present their advocacy plans.

8 INTRODUCTION TO THE POLICY ANALYSIS
03/11 Students will be introduced to the policy cycle and how to engage in problem analysis as a precursor to policy analysis. Students will be introduced to policy analysis as a practice method and given an overview of Chambers and Bonk policy analysis model.

Required Reading
Chambers & Bonk (2013) Chapters 1-2

9 POLICY ANALYSIS: GOALS AND OBJECTIVES
03/18 Students will learn specifically about how to identify and articulate goals and objectives in the policy analysis process.

Required Reading
Chambers & Bonk (2013) Chapter 3

10 POLICY ANALYSIS: TYPES OF BENEFITS AND SERVICES
03/25 The analysis of policy goals and objectives in social programs and policies will be discussed.

Required Reading
Chambers & Bonk (2013) Chapter 4


Recommended Reading


### 11 POLICY ANALYSIS: ELIGIBILITY RULES
04/08 The analysis of eligibility rules in social programs and policies will be discussed.

**Required Reading**
Chambers & Bonk (2013) Chapter 5


**Recommended Reading**


12 POLICY ANALYSIS: SERVICE DELIVERY SYSTEMS
04/15 The analysis of service delivery systems and social policy and program design will be discussed.

Required Reading
Chambers & Bonk (2013) Chapter 6


Recommended Reading


13 POLICY ANALYSIS: FINANCING SOCIAL WELFARE POLICIES AND PROGRAMS
04/22

Required Reading
Chambers & Bonk (2013) Chapter 7


Recommended Reading


14 COURSE REVIEW AND WRAP-UP
04/29 Students will discuss their policy analysis papers

Required Reading
Chambers & Bonk (2013) Chapters 8-9
## SEMESTER AT A GLANCE

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<th>Class/Date</th>
<th>Topic</th>
<th>Assignment</th>
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<td>Course Introduction</td>
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<tr>
<td><strong>Jan 21</strong></td>
<td>MLK/Inauguration Day - Enjoy</td>
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<tr>
<td><strong>2</strong>&lt;br&gt;Jan 28</td>
<td>Policy Advocacy: Types of Advocacy</td>
<td>Statement of Advocacy Goal</td>
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<td><strong>3</strong>&lt;br&gt;Feb 4</td>
<td>Policy Advocacy: Tactics I</td>
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<td><strong>4</strong>&lt;br&gt;Feb 11</td>
<td>Policy Advocacy: Tactics II</td>
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<td><strong>5</strong>&lt;br&gt;Feb 18</td>
<td>Electronic Advocacy</td>
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<td><strong>6</strong>&lt;br&gt;Feb 25</td>
<td>Organizational Implications for Policy Practice</td>
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<td><strong>7</strong>&lt;br&gt;Feb 26</td>
<td>Admin Monday [Monday Classes Meet]&lt;br&gt;Policy Advocacy: Advocacy Briefing</td>
<td>Briefing Packet</td>
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<td><strong>Mar 4</strong></td>
<td>Spring Break - Enjoy</td>
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<td><strong>8</strong>&lt;br&gt;Mar 11</td>
<td>Intro to Policy Analysis</td>
<td>Statement of Policy Selection</td>
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<td><strong>9</strong>&lt;br&gt;Mar 18</td>
<td>Policy Analysis: Goals and Objective</td>
<td>Strategy Paper</td>
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<td><strong>10</strong>&lt;br&gt;Mar 25</td>
<td>Policy Analysis: Benefits and Services</td>
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<td><strong>Apr 1</strong></td>
<td>Easter Monday - Enjoy</td>
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<tr>
<td><strong>11</strong>&lt;br&gt;Apr 8</td>
<td>Policy Analysis: Eligibility Rules</td>
<td>Concept Paper</td>
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<td><strong>12</strong>&lt;br&gt;Apr 15</td>
<td>Policy Analysis: Service Delivery Systems</td>
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<td>Policy Analysis: Financing</td>
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<td><strong>14</strong>&lt;br&gt;Apr 29</td>
<td>Policy Analysis: Model Application</td>
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<td><strong>15</strong>&lt;br&gt;May 6</td>
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<td>Policy Analysis Paper</td>
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