II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Identity</strong>: Identify as a professional social worker &amp; conduct self accordingly</td>
<td>1. Social workers articulate both the origins and the evolution of the profession and linkages between history and current social work practice.</td>
</tr>
<tr>
<td><strong>Ethical Practice</strong>: Apply social work ethical principles to guide professional practice.</td>
<td>1. Social workers recognize and manage personal values in a way that allows professional values to guide practice.</td>
</tr>
</tbody>
</table>
| **Critical Thinking**: Apply critical thinking to inform and communicate professional judgments                                                                 | 1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
2. Social workers analyze models of assessment, prevention, intervention, and evaluation.  
3. Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.                                                                                                      |
| **Human Rights and Justice**: Advance human rights and social and economic justice.                                                                 | 1. Social workers engage in practices that advance social and economic justice.                                                                                                                                                                                                                                                                       |
| **Research Based Practice**: Engage in research-informed practice and practice-informed research                                                                 | 1. Social workers use research evidence to inform generalist practice.                                                                                                                                                                                                                                                                               |
| **Human Behavior**: Apply knowledge of human behavior and the social environment                                                                 | 1. Social workers critique and apply theory and empirical knowledge to understand the diversity of persons and environments.                                                                                                                                                                                                                          |
| **Policy Practice**: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | 1. Social workers analyze, formulate and advocate for policies that advance social well-being.                                                                                                                                                                                                                                                                                          |
| **Practice Contexts**: Respond to contexts that shape practice                                                                 | 1. Social workers continuously appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and develop needed policies.                                                                                                      |
| **Engage, Assess, Intervene, Evaluate**:                                                                 | 1. Social workers substantively and
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities affectively prepare for action with individuals, families, groups, organizations, and communities.

2. Social workers initiate actions to achieve organizational goals.

III. ADDITIONAL EDUCATIONAL OBJECTIVES

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

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.

IV. COURSE REQUIREMENTS

A. Required Reading


ISBN-10: 0-9842752-1-5

Additional readings will be made available on Blackboard.

B. Recommended Reading


C. Other Recommended Resources and Media


Press.

Advocacy

Charity Lobbying for the Public Interest http://www.clpi.org
OMB Watch http://www.ombwatch.org
Catholic Charities USA http://catholiccharitiesusa.org/
National Association of Social Workers http://www.naswdc.org
Catholic Campaign for Human Development http://www.usccb.org/about/catholic-campaign-for-human-development/

Government

First Government http://www.firstgov.gov
Thomas @ Library of congress http://thomas.loc.gov
United States Census Bureau http://www.census.gov
US Senate http://senate.gov
White House http://www.whitehouse.gov

Policy Research

Center on Budget and Policy Priorities http://www.cbpp.org
Heritage Foundation http://heritage.org
Urban Institute http://www.urban.org
Brookings Institution http://www.brook.edu
American Enterprise Institute http://www.aei.org
Economic Policy Institute http://www.epi.org

D. Course Assignments.

Detailed guidelines for each assignment will be posted on Blackboard.

Class Participation (10% of grade). Students are expected to attend class and actively participate in class discussions.

Values Inventory and Reflection (15%) Students will write a thoughtful 3-4 page (double-spaced) reflective paper analyzing the similarities and differences between their personal values and the policy positions taken by the social work profession. Specific guidelines will be handed out in class. Due Class 4.

Policy Analysis Module [40% of Grade]: Students will select and research a pending bill or recent piece of legislation (or section of legislation) 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 posted on the blog Blackboard (5%). **Due: Class 5.**

2. **Policy Analysis:** Following the guidelines distributed in class, students will analyze their selected policy according to an adapted version of the Chambers and Bonk framework for analyzing a social policy. **Due: Class 8 (95%).**

**Group Advocacy Module [35% of Grade]:** Students will work in teams of 5 to complete the advocacy assignments. Students will design a campaign to address one of the policies they are doing for their policy analysis or they may select a different focus for the campaign altogether. 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 (5% of grade):** Each group will submit a brief typed statement (1 paragraph maximum) describing the advocacy goal. **Due: Class 9.**

2. **Advocacy Strategy Paper (40% of grade):** Students will design an advocacy campaign to advance the advocacy goals of the selected issue. **Due Class 14**

3. **Advocacy Briefing (25% of grade):** In their group, students will be asked to give a 15 minute briefing to advocate for their selected policy or policy change. They will select and identify the “target” policy decision-maker(s), and as a team, craft an advocacy argument to accompany their briefing packet. Briefings can be no longer than 15 minutes per group. There will be a question and answer period after each briefing. The advocacy briefings will occur during classes 12, 13 and 14.

   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.

   Team members will have a period of time to respond to the questions.

4. **Advocacy Briefing Packet (30%):** In their groups, students will prepare an advocacy briefing packet targeted at persuading and informing policy-decision makers regarding their selected advocacy goal. **The briefing packet should be submitted on the day of the briefing (Class 12, 13, or 14).**
E. Grading Policy and Weights of Assignments
Grades will be based on the CUA Grading Policy as described in the *Graduate Announcements*. 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td><strong>Attendance and Class Participation</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Values Inventory</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Policy Module [40% of Final Grade]</strong></td>
<td>40%</td>
</tr>
<tr>
<td>Assignment 1: Statement of Policy Selection (5%)</td>
<td></td>
</tr>
<tr>
<td>Assignment 2: Policy Analysis (95%)</td>
<td></td>
</tr>
<tr>
<td><strong>Group Advocacy Module</strong></td>
<td>35%</td>
</tr>
<tr>
<td>Assignment 3: Statement of Advocacy Goal (5%)</td>
<td></td>
</tr>
<tr>
<td>Assignment 4: Advocacy Paper (40%)</td>
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</tr>
<tr>
<td>Assignment 5: Briefing (25%)</td>
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<tr>
<td>Assignment 6: Briefing Packet (30%)</td>
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</tbody>
</table>

**Grading System**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
</tr>
</tbody>
</table>

F. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

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), 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:

• Contribute constructively to the online 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. 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
(http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate
Program Handbooks.

D. 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.

**E. 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 must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

**F. Use of Electronic Devices**

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.
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC AND READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COURSE INTRODUCTION</td>
</tr>
<tr>
<td></td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>Required Reading</td>
</tr>
<tr>
<td></td>
<td>- Chapter 1: Joining a tradition of social reform</td>
</tr>
<tr>
<td></td>
<td>- Chapter 2: Articulating four rationales for participating in policy advocacy</td>
</tr>
<tr>
<td></td>
<td>Recommended Reading</td>
</tr>
<tr>
<td>2</td>
<td>INTRODUCTION TO THE POLICY ANALYSIS AND SETTING GOALS IN THE POLICY ANALYSIS PROCESS</td>
</tr>
<tr>
<td></td>
<td>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. Students will learn specifically about how to identify and articulate goals and objectives in the policy analysis process.</td>
</tr>
</tbody>
</table>
Required Reading
Chambers & Bonk (2013) Chapters 1-3

ASSIGNMENT DUE: Statement of Policy Selection

3

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

Required Reading
Chambers & Bonk (2013) Chapter 4


Recommended Reading


4

POLICY ANALYSIS: ELIGIBILITY RULES
The analysis of eligibility rules in social programs and policies will be discussed.

Required Reading
Chambers & Bonk (2013) Chapter 5


**Recommended Reading**


**Due: Values Inventory**

5 **POLICY ANALYSIS: SERVICE DELIVERY SYSTEMS**

The analysis of service delivery systems and social policy and program design will be discussed.

**Required Reading**

Chambers & Bonk (2013) Chapter 6


**Recommended Reading**


6 **POLICY ANALYSIS: FINANCING SOCIAL WELFARE POLICIES AND PROGRAMS**

**Required Reading**
Chambers & Bonk (2013) Chapter 7


**Recommended Reading**


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**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**


**Recommended Reading**


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**TACTICS ASSOCIATED WITH ADVOCACY/ORGANIZING STRATEGIES (PART I)**

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


ASSIGNMENT DUE: Policy Analysis

9 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.

ASSIGNMENT DUE: Advocacy Strategy Topics Due

10 ADVOCACY AND THE INTERNET STUDENTS WILL LEARN ABOUT METHODS FOR ELECTRONIC ADVOCACY.
Students will consider methods of electronic advocacy.

Required Reading
How the Internet put Barack Obama in the White House, Available at:


Recommended Reading


11 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


**Recommended Reading**


**12 ADVOCACY BRIEFINGS**

**ASSIGNMENT DUE:** Briefing and Briefing Packet

**13 ADVOCACY BRIEFINGS**

**ASSIGNMENT DUE:** Briefing and Briefing Packet

**14 ADVOCACY BRIEFINGS**

**ASSIGNMENT DUE:** Briefing and Briefing Packet; All Advocacy Strategy Papers Due