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)
D. Course Assignments.
Guidelines for each assignment will be distributed and discussed in class.

**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: January 22.**

2. **Policy Memorandum:** The Policy Memorandum will prepare you for the policy analysis. According to guidelines handed out in class, students will provide an analysis of the problem that the policy addresses, an analysis of political landscape relevant to the policy, and a summary of selected social policy. Papers should be 3-5, double-spaced pages. **Due: February 12.** (25 points).

3. **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: March 26.** (25 points).

4. **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: April 23.** (50 points).
Group Advocacy Module [30% of Grade]: Students will work in teams of 3 to 5 to complete the advocacy assignments. Students may 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:** Each group will submit a brief typed statement (1 paragraph maximum) describing the advocacy goal. **Due: March 19.**

2. **Advocacy Briefing:** 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 brief question and answer period after each briefing. The advocacy briefings will occur during classes on April 16, April 23, and April 30 (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 makers regarding their selected advocacy goal. The advocacy packet will be due on the date of the briefing - April 16, April 23, or April 30 (25 points).

4. **Advocacy Strategy Paper:** Students will design an advocacy campaign to advance the advocacy goals of the selected issue. 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 advocacy strategy paper will be due on May 7.** (50 points).

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:

**Policy Analysis Module [60% of Grade]**

- Assignment 1: Policy Memorandum 25%
- Assignment 2: Concept Paper 25%
- Assignment 3: Policy Analysis Paper 50%

**Group Advocacy Module [30% of Grade]**

- Assignment 4: Brief Presentation 25%
- Assignment 5: Briefing Packet 25%
- Assignment 6: Advocacy Strategy Paper 50%

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

<table>
<thead>
<tr>
<th>Grading System</th>
<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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<td>B+</td>
<td>87 – 89</td>
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<td>B</td>
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<td>B-</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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<tbody>
<tr>
<td>0</td>
<td>No effort</td>
<td>Present, not disruptive, 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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<tr>
<td>70-80</td>
<td>Moderate Effort</td>
<td>Tries to respond when called on but does not offer much.</td>
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<tr>
<td>80-90</td>
<td>Good Effort</td>
<td>Demonstrates very infrequent involvement in class.</td>
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<tr>
<td>90-100</td>
<td>Excellent 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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<tr>
<td>Total Pts</td>
<td>100 points</td>
<td>Demonstrates consistent ongoing involvement.</td>
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</table>

- Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
- Offers interpretations and analysis of case material (more than just facts) to class.
- 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.
- Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).
- 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.
- 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.
- Demonstrates ongoing very active involvement.
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 proofread 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 ([http://graduatestudies.cua.edu/currentstudents/academintgtrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgtrt.cfm)) 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 must 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.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPIC AND READINGS</th>
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| **1** | **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  

Recommended Reading  
| **2** | **INTRODUCTION TO THE POLICY ANALYSIS AND SETTING GOALS IN THE POLICY ANALYSIS PROCESS**  
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.  

Required Reading  
Chambers & Bonk (2013) Chapters 1-3  

**ASSIGNMENT DUE:** Statement of Policy Selection |
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


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


**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**


**ASSIGNMENT DUE: Policy Memorandum**

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

**Required Reading**

Chambers & Bonk (2013) Chapter 7

**Recommended Reading**


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**7 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**

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**8 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-decision-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**

**ASSIGNMENT DUE: Statement of Advocacy Goal**
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: Concept Paper

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: http://www.epolitics.com/2008/11/05/how-the-internet-put-barack-obama-in-the-white-house/


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


12 ADVOCACY BRIEFINGS

ASSIGNMENT DUE: Briefing and Briefing Packet

13 ADVOCACY BRIEFINGS

ASSIGNMENT DUE: Briefing and Briefing Packet; Policy Analysis paper
14 ADVOCACY BRIEFINGS

ASSIGNMENT DUE: Briefing and Briefing Packet

15 ASSIGNMENT DUE: Group Strategy Paper
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<thead>
<tr>
<th>Class/Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1 Jan 15</td>
<td>Course Introduction</td>
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<tr>
<td>2 Jan 22</td>
<td>Intro to Policy Analysis; Goals and Objectives</td>
<td>Statement of Policy Selection</td>
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<td>3 Jan 29</td>
<td>Policy Analysis: Benefits and Services</td>
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<td>4 Feb 5</td>
<td>Policy Analysis: Eligibility Rules</td>
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<td>5 Feb 12</td>
<td>Policy Analysis: Service Delivery System</td>
<td>Policy Memorandum</td>
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<td>6 Feb 19</td>
<td>Policy Analysis: Financing</td>
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<td>Feb 26</td>
<td>Admin Monday [Monday Classes Meet]</td>
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<tr>
<td>Mar 5</td>
<td>Spring Break -- Enjoy</td>
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<td>7 Mar 12</td>
<td>Policy Advocacy: Types of Advocacy</td>
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<td>8 Mar 19</td>
<td>Policy Advocacy: Tactics Part I</td>
<td>Statement of Advocacy Goal</td>
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<tr>
<td>9 Mar 26</td>
<td>Policy Advocacy: Tactics Part II</td>
<td>Concept Paper</td>
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<td>10 Apr 2</td>
<td>Electronic Advocacy</td>
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<tr>
<td>11 Apr 9</td>
<td>Implication for Organizational Advocacy</td>
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<td>12 Apr 16</td>
<td>Advocacy Briefings</td>
<td>Briefing/Briefing Packet</td>
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<td>13 Apr 23</td>
<td>Advocacy Briefings</td>
<td>Briefing/Briefing Packet</td>
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<td>14 Apr 30</td>
<td>Advocacy Briefings</td>
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<tr>
<td>15 May 7</td>
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<td>Group Strategy Papers</td>
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