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; contemporary developments in child and family welfare policy; 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. 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>Professional Identity: 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>
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<tr>
<td>Ethical Practice: 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>
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</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. |
| 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

III. ADDITIONAL EDUCATIONAL OBJECTIVES

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

1. 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.

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

3. 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.

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

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

6. 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


Additional readings will be made available on Blackboard.

B. 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)
C. 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.

**Policy Analysis Concepts Quiz (15%):** Students will take a short quiz on policy analysis concepts. The quiz will open on Tuesday, July 7 at midnight and close Monday, July 20 at 11:59 PM.

**Policy Analysis Module [40% of Grade]:** In pairs, 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:** Each student pair will submit a brief typed statement (1 paragraph maximum) identifying and describing the policy you will examine. (5%). **Due: Class 3 (July 7).**

2. **Policy Analysis:** Following the guidelines distributed in class, each student pair will analyze their selected policy according to an adapted version of the Chambers and Bonk framework for analyzing a social policy. (95%). **Due: Class 8 (July 23).**

**Policy Advocacy Module [35% of Grade]:** Students will work in teams of 4 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 Policy Advocacy Module are:

1. **Statement of Advocacy Goal** (5% of grade): Each group will submit a brief (less than 1 page) typed statement identifying and describing 1) the issue that is the focus of their advocacy campaign 2) the SMART goal of their advocacy campaign, and 3) primary target of the campaign. Please submit these via e-mail to the instructor. **Due: Class 9 (July 28).**

2. **Advocacy Strategy Paper** (40% of grade): Students will design an advocacy campaign to advance the advocacy goal of the selected issue. **Due Class 12 (August 6)**

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 11 and 12 (August 4 and 6).**

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 11 or 12, August 4 or 6).**

**D. 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>Attendance and Class Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analysis Concepts Quiz</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Policy Module</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>Policy Advocacy Module</strong></td>
<td>35%</td>
</tr>
</tbody>
</table>
Assignment 3: Statement of Advocacy Goal (5%)
Assignment 4: Advocacy Paper (40%)
Assignment 5: Briefing (25%)
Assignment 6: Briefing Packet (30%)

### Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<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>
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</tbody>
</table>

E. **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.

F. **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:
   
   - 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](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 much 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

Class | TOPIC AND READINGS
--- | ---
1 (6/30) | 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).

Students will be introduced to policy analysis as a practice method and given an overview of Chambers and Bonk policy analysis model. Students will review the policy cycle and how to engage in problem analysis as a precursor to policy analysis.

Required Reading


- Chapter 1: Joining a tradition of social reform
- Chapter 2: Articulating four rationales for participating in policy advocacy

Chambers and Bonk (2013) Chapter 1


NASW Code of Ethics

Recommended Reading


2 (7/2) POLICY ANALYSIS: SETTING GOALS IN THE POLICY ANALYSIS PROCESS; TYPES OF BENEFITS AND SERVICES
Students will learn specifically about how to identify and articulate goals and objectives in the policy analysis process. Students will discuss a typology for classifying benefits and services and determining their fit with the goals and objectives of a social program.

Required Reading
Chambers & Bonk (2013) Chapters 2-4


Recommended Reading


3 (7/7) LEGISLATIVE RESEARCH; POLICY ANALYSIS: ELIGIBILITY RULES
Class begins in the library with a discussion of legislative research, using resources available through the CUA library. After that, we will return to our classroom. The analysis of eligibility rules in social programs and policies will be discussed.


Recommended Reading


ASSIGNMENT DUE: Statement of Policy Selection

4 (7/9) 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**


5 (7/14) **POLICY ANALYSIS: FINANCING SOCIAL WELFARE POLICIES AND PROGRAMS**

**Required Reading**

Chambers & Bonk (2013) Chapter 7


**Recommended Reading**


**Quiz opens at midnight**

6 (7/16) **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


7 (7/21) 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


Quiz closes

8 (7/23) 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:  Policy Analysis

9 (7/28)  ADVOCACY AND THE INTERNET STUDENTS WILL LEARN ABOUT METHODS FOR ELECTRONIC ADVOCACY.
Students will consider methods of electronic advocacy.

Required Reading


Recommended 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/


ASSIGNMENT DUE: STRATEGY TOPIC

10 (7/30) 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


11(8/4) ADVOCACY BRIEFINGS

ASSIGNMENT DUE: Briefing and Briefing Packet

12 (8/6) ADVOCACY BRIEFINGS

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