PREREQUISITE

Advocacy in Social Work Practice, T7103, builds on the knowledge and skills provided in your first semester by expanding and applying these to macro practice within organizational, community and political systems. Thus, you must have completed T7100, Foundations of Social Work Practice, having mastered content in the fundamental purpose, values, knowledge, processes and skills common in all types of social work practice. Specifically, T7103 will build upon your introduction to macro practice and your exposure to frameworks for understanding community and organizational problems, opportunities and populations covered in T7100. You must have also completed T6801, Social Welfare Policy, where you received an overview on governmental structure, the political process, and the content of major social policies and programs. Specifically, T7103 will expand into advocacy strategies in influencing major social policies and programs as well as various aspects of social service delivery, governmental structure and political process.

COURSE DESCRIPTION

Advocacy in Social Work Practice assists students in developing the repertoire of macro knowledge, skills, and values needed to analyze and assess organizations, communities, social policies and political systems as they relate to client welfare. The course teaches students how to formulate macro interventions, advocate for, and work collaboratively in change and capacity building processes within organizations and communities and to influence social policies and political processes that affect the everyday lives and opportunities of clients. In addition, the course seeks to deepen students’ understanding of distributive justice, human and civil rights and the dynamics of oppression as well as the saliency of advocacy and social change action in the pursuit of social and economic justice through responsible organizational, community, policy and political practice.

Objectives

A. Social Work Knowledge:
1. To expose students to the centrality of social work’s historic and contemporary commitment to pursuing economic and social justice through advocacy and social action, and expand students’ understanding of macro analysis and assessment in order to formulate and implement social change and capacity building interventions in organizational, community, policy and political realms.

2. To foster student’s conscious, purposeful, and differential use of themselves as professionals, advocates, and change agents in promoting social, organizational, community, policy and political changes that benefit clients and/or society.

3. To develop students’ recognition of the risks that confront highly vulnerable populations when participating in efforts to change organizations and communities, and influence social policies and political processes.

4. To expand students’ knowledge base regarding the dynamics of privilege, power and oppression and the ways in which the interests, traditions, and expectations of culturally diverse clients coincide and collide with the interests, traditions, and expectations of relevant organizational actors, community leaders, and social policy makers.

5. To develop students’ knowledge base concerning systemic evaluation and monitoring of the impact of their own practice within and across systems levels (organizational, communal, political and societal).

B. Social Work Skills:

6. To help students cultivate skills integral to organizational, community, policy and political practice that strengthen the capacities of organizations, communities and society to meet needs and foster sustainable development.

7. To assist students, in collaboration with their clients, in identifying and systematically assessing the need for advocacy and social action at the organizational, communal, policy and political levels and formulating subsequent interventions supported by empirical evidence and best practice.

8. To develop students’ proficiency in systematically evaluating and monitoring the efficacy of their own practice within and across system levels (organizational, communal, and societal).

9. To strengthen students’ cultural competence and responsiveness to diverse populations when working with various organizations, communities, social policies and political processes affecting these populations.

C. Social Work Values:
10. To deepen students’ abilities to negotiate dilemmas of values and ethics across macro system levels (organizational, communal, policy and political) in a manner congruent with contemporary standards of social work practice.

11. To heighten students’ understanding of the local, national and global interconnections of human and civil rights, distributive justice, and oppression and strengthen students’ professional commitment to pursue economic and social justice, especially for diverse and at-risk client populations, through organizational, community, policy and political practice and social action.

Core Themes

Social Work’s Commitment to Social and Economic Justice, Advocacy and Social Change
- Rationale for profession’s historic and current efforts; social workers’ ethical responsibilities and roles; local, national and global interconnections
- Conceptual and theoretical frameworks applicable to advocacy and social change, including human and civil rights, distributive justice, social movements
- Conceptual and theoretical frameworks regarding oppression, discrimination, power, privilege and economic disparity within organizational, community and political systems
- Cultural competence and responsiveness in advocacy and social change, including knowledge of cultural variation, how to tap into subjugated knowledge and understanding, awareness of cultural orientation.

Advocacy and Social Change Macro Assessment, Planning and Intervention Formulation and Evaluation
- Parallels and differences between assessment of case (micro) and cause (macro) issues/systems, use of multiple methods to generate assessment data, dynamics of insider versus outsider status
- Conduct force field and power analyses
- Select and/or formulate change intervention strategies, taking into consideration internal versus external advocacy, capacity building, sustainable development, as well as vetting values reflected in choices, appraising the empirical/best practice base
- Communicate and implement change goals, plans and interventions
- Systematically evaluate effectiveness of change efforts, incorporating lessons learned into on-going change efforts.

Advocacy in Organizational Practice
- Theoretical frameworks for understanding organizational development, structure, culture, functioning, and its sources of power, resources, and resistances
- Identify and/or formulate organizational change interventions, community organizing efforts, and organizational capacity building options.

Social Action and Community Practice
- Explore multiple definitions of community
- How to enter and gain understanding of a community, identifying community assets, formal and informal community structures and processes, analyzing problems from different community perspectives
- Identify and/or formulate community change interventions, community capacity building strategies.

Influence Social Policies and the Political Process
- Explore political governing processes (local, state, federal) and decision-making
- Analyze major social policies and programs and various aspects of social service delivery, governmental structure and political processes
- Strategize political, legislative or policy change interventions, understanding techniques of public education, lobbying and media influence.

COURSE FORMAT AND EXPECTATIONS [Instructors individualize course format and expectations. All instructors include the following paragraph.]

The course instructor adheres to the University and School policies regarding accommodations for students with disabilities, religious holidays, incompletes, plagiarism, and students’ evaluation of the course and its instruction as stated in the CUSSW Student Handbook and the CUSSW Bulletin.

ASSIGNMENTS AND GRADING POLICY [Instructors individually select assignments and establish grading policy. Current practice is to share assignments during T7103 instructor meetings. We have crosswalked instructor assignments by course core themes, see Attachment A.]

REQUIRED TEXTS, READINGS AND MATERIALS [Instructors individually select required and recommended texts as well as recommended readings. Instructors use a yearly consensus process to select one set of required readings for all sections.]

Required Readings [Instructors use a yearly consensus process to select one set of required readings for all sections. We have crosswalked the 2004 required readings by course core themes, see Attachment B.]

Required Texts [Instructors individually select required texts. We have crosswalked text chapters by course core themes, see Attachment B.]

Recommended Texts [Instructors individually select recommended texts.]

Suggested Reading List [Instructors individually select suggested readings.]

Suggested Internet Resources [Instructors individually select for the list we have compiled. We have crosswalked Internet resources by course core themes, see Attachment C.]
Suggested Video Resources [Instructors individually select for the list we have compiled. We have crosswalked videos by course core themes, see Attachment C.]

COURSE PLAN [Instructors individually determine the session topic and content and then assign the corresponding readings. Session topics must flow from core course themes.]
Attachment A: T7103, Spring 2004, Individual Instructor Assignments by Course Themes Crosswalk

<table>
<thead>
<tr>
<th>CORE THEME</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>Professor Vicki Lens</strong></td>
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<td>Identification of a Cause</td>
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<td>Assessment of a Problem</td>
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<td>Intervention</td>
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| **Professor Steven J. Onken** |   |   |   |   |   |
| Review of Stout’s *Bridging the Class Divide* |   | * |   |   | * |
| Advocacy Group Project – Scope and Lit Review | * | * |   |   |   |
| Advocacy Group Project – Assessment (Community, Organization, Policy/Political) | * | * | * | * | * |
| Advocacy Group Project – Force Field and Action Plan | * | * |   |   |   |
| Advocacy Group Project – Implementation and Reflection | * | * | * | * | * |
| Advocacy Group Project Presentation | * | * | * | * | * |

| **Professor Beth Silverman-Yam** |   |   |   |   |   |
| Skills Development Assignment #1 | * |   |   |   |   |
| Skills Development Assignment #2 |   | * |   |   |   |
| Skills Development Assignment #3 |   | * |   |   |   |
| Skills Development Assignment #4 | * |   |   |   |   |
| Skills Development Assignment #5 |   |   | * |   |   |
| Skills Development Assignment #6 |   |   |   | * |   |
| Integrative Assignment #1 | * | * | * | * | * |
| Integrative Assignment #2 | * | * | * | * | * |
| Integrative Assignment #3 |   |   |   |   | * |

| **Professor Brenda McGowan** |   |   |   |   |   |
| Identification of a Cause | * | * |   |   |   |
| Assessment of a Problem |   | * | * | * | * |
| Intervention A or | * | * | * | * | * |
| Intervention B |   |   |   |   | * |

Core Themes:
2. Advocacy and Social Change Macro Assessment, Planning and Intervention Formulation and Evaluation
3. Advocacy in Organizational Practice
4. Social Action and Community Practice
5. Influence Social Policies and the Political Process

*(Highlighted asterisk): Student has choice in focusing assignment on community, organization, or political/policy dimension*
### Core Themes:
2. Advocacy and Social Change Macro Assessment, Planning and Intervention Formulation and Evaluation
3. Advocacy in Organizational Practice
4. Social Action and Community Practice
5. Influence Social Policies and the Political Process

*(Highlighted asterisk): Student has choice in focusing assignment on community, organization, or political/policy dimension*
Attachment B: T7103, Spring 2004, Required Readings and Text Chapters by Course Themes Crosswalk

Course Theme 1: Social Work’s Commitment to Social and Economic Justice, Advocacy and Social Change

All Sections Required Readings:


Individual Sections Required Text Chapters and Additional Readings


**Course Theme 2: Advocacy and Social Change Macro Assessment, Planning and Intervention Formulation and Evaluation**

All Sections Required Readings:


Individual Sections Required Text Chapters and Additional Readings


Course Theme 3: Advocacy in Organizational Practice

All Sections Required Readings:


Individual Sections Required Text Chapters and Additional Readings


**Course Theme 4: Social Action and Community Practice**

All Sections Required Readings:


Individual Sections Required Text Chapters and Additional Readings


**Course Theme 5: Influence Social Policies and the Political Process**

All Sections Required Readings:


Individual Sections Required Text Chapters and Additional Readings


## Attachment C: T7103, Spring 2004, Internet and Audio-video Resources by Course Themes Crosswalk

<table>
<thead>
<tr>
<th>CORE THEME</th>
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<tr>
<td><strong>Internet Resources</strong></td>
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<td>The Center on Congress (sponsored by Indiana University) provides a wide range of web based information aimed at improving people’s understanding of congress and strengthening civic engagement. The website is <a href="http://congress.indiana.edu/">http://congress.indiana.edu/</a>. Content areas include: E-learning module activities regarding how the United States Congress works and your role in the process; bi-cameralism; the role of Congress; the legislative process; Congress Q &amp; A; congressional members; congressional glossary.</td>
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<td>Influencing State Policy (ISP) assists social work faculty and students in learning to effectively influence the formation, implementation, and evaluation of state-level policy and legislation. The website is located at <a href="http://www.statepolicy.org/">http://www.statepolicy.org/</a>.</td>
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<td>The League of Women Voters of the City of New York’s website, <a href="http://www.lwvnyc.org/">http://www.lwvnyc.org/</a>, is a good resource on New York City. One of their publications (available through this website), <em>What Makes New York City Run?</em>, is an excellent guide on New York City government. This 100 page paperback explains the various City offices and how budgeting, contracting, service delivery and land use are implemented under the current Charter.</td>
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<td>The <em>City Limits</em> website is an urban affairs new magazine, reporting on NYC’s nonprofit, policy and activist world. <a href="http://www.citylimits.org/">http://www.citylimits.org/</a>.</td>
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<td>There is a great free teaching resource, Electronic Hallway, at <a href="http://www.hallway.org/">http://www.hallway.org/</a>. You can go there and register for your own password. The case, <em>Legislative Strategy: State Government Reorganization (A-B)</em>, combines a case study, role-play exercise and teaching resources to engage students in the legislative process.</td>
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Core Themes:
2. Advocacy and Social Change Macro Assessment, Planning and Intervention Formulation and Evaluation
3. Advocacy in Organizational Practice
4. Social Action and Community Practice
5. Influence Social Policies and the Political Process
<table>
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<th>CORE THEME</th>
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<tr>
<td><strong>Videos at CUSSW</strong></td>
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<td>The Unquiet Death of Eli Creekmore</td>
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<td>Poverty Outlaw (Kensington Welfare Rights Union)</td>
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<td>Welfare Warriors (Kensington Welfare Rights Union)</td>
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<td>From the Bottom Up (poor and working class communities turning to each other to rebuild their communities)</td>
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<td>When Billy Broke His Head &amp; Other Tales of Woe (case to cause, self-empowerment through peer advocacy, policy, political and social movement elements)</td>
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<td>A Day's Work - A Day's Pay (personal empowerment, political evolution of three welfare recipients in NYC from 1997 to 2000 as they participate in the welfare-to-work program)</td>
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<td><strong>Influencing State Policy (ISP) Videos</strong> (CUSSW and individual instructors)</td>
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<td>Making a Difference: Influencing State Policy</td>
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<td>Social Work: Practicing in a Century of Change</td>
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<td>Policy Affects Practice and Students/Practitioners Affect Policy</td>
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<td>Social Workers Effecting Change: Legislative Advocacy</td>
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<td><strong>Lehman Library</strong></td>
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<td>Rage for Democracy (explores political involvement and efficacy, includes Stout’s Piedmont Peace Project) (Call #: JC458 .R3 1992g.)</td>
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<td><strong>Movies</strong></td>
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<td>Widow of Saint Pierre (death penalty case - students watch and then figure out how the movie could have a happy ending)</td>
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<td>Clueless (use of informal manipulation to achieve change)</td>
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<td>It’s My Party (advocating for choosing one’s time to die - HIV)</td>
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<td>Ma Vie En Rose (French movie regarding how family is impacted/driven out by rigid community’s rejection of young child that cross dresses)</td>
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<td>Chocolat (rigid community reaction to outsider’s nonconformist activities)</td>
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<td>The Milagro Beanfield War (fighting corporate encroachment)</td>
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<td>Mindwalk (demonstrates systems framework)</td>
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<td>Erin Brockovich (story of personal empowerment, advocacy, fighting corporate cover-up and environmental racism)</td>
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<td>The Laramie Project (theater company’s experience of trying to understand the forces within Laramie, through living in and interviewing residents of that community, that contributed to the beating death of Matthew Shepard and how this incident impacted the Laramie community and our society)</td>
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