



COURSE INFORMATION SOCW 609 Advanced Policy (2)- Online Asynchronous Only. All times are Eastern Standard Time

PREREQUISITE(S)/ COREQUISITE (S): Acceptance into Advanced Standing or completion of Foundation curriculum

INSTRUCTOR(S)

Name: Nina Nelson-Barfield, PhD, MSW

Office: Daniells Hall #2212

Office Hours: Tuesday 5-7 pm (online/phone only); Wednesdays, 2-4 pm; 5-7pm (online/phone only); Thursdays, 11am -1pm.

Office Phone: 423.236.2635

E-mail: nnelson@southern.edu (Email anytime: *E-mail is the best method to reach me.*

Zoom Office Hours Link: <https://southern.zoom.us/j/98985414738>

Or join by Meeting ID: 989 8541 4738

ONLINE LEARNING

The eClass URL is <http://eclass.e.southern.edu>. For technical support, contact the eClass Help Desk at 423.236.2086 or by e-mail at eclasshelp@southern.edu. Students should use *Google Chrome* as their browser to access eClass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

REQUIRED TEXTS

Libby, P. (2021). *The lobbying strategy handbook: 10 steps to advancing any cause effectively* (2nd ed.). Oxford University Press.

Required additional reading assignments can be found on eClass.

This final portfolio assignment addresses the following Practice Behaviors:

- (ADV-1D) Demonstrate professional oral and written communication skills;
- (ADV-2A) Demonstrate leadership in developing and implementing evidence-based practice with relevant strategies that advance human rights at the individual, family, group, organizational, community, research, and policy levels;
- (ADV-2B) Implement culturally-informed strategies with diverse populations.
- (ADV-3A) Demonstrate leadership in advocating for human rights, and social, economic, and environmental justice;
- (ADV-3B) Design and implement social action strategies that demonstrate social, racial, economic, and environmental justice
- (ADV-4A) Critically review current research on evidence-based and contemporary best practices to improve practice, policy, and programs
- (ADV-5A) Advocate with and inform stakeholders to impact policy change;
- (ADV-5B) Develop and implement a policy and/or advocacy plan.
- (ADV-6A) Examine evidence-based practices to prepare for professional engagement across systems;
- (ADV-6B) Engage with systems utilizing evidence-based practice strategies.
- (ADV-8A) Integrate macro level evidence-based strategies with organizations and/or communities.

COURSE DESCRIPTION

This course focuses on policy change particularly at the state level. Students will learn advanced skills including historical analysis of a policy issue and developing an advocacy campaign targeting state legislatures, the general public, interest groups, and beneficiaries using media and community events.

SOCIAL WORK CORE VALUES AND BIBLICAL FOUNDATION:

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

COURSE DIVERSITY ELEMENTS

Age, gender, gender identity, race, sex, sexual orientation, religion, class, disability, ethnicity, culture, immigration status, color, political ideology.

COURSE DIFFERENCE ELEMENTS

Socio-economic status, poverty, oppression, marginalization, alienation, privilege, power, acclaim.

STUDENT'S COMMITMENT LEVEL FOR SUCCESS:

In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one "in-class" hour and a minimum of two additional coursework hours. Because this is a 3 credit course, you can anticipate that in addition to the class time, you will spend a minimum of 6 hours completing the required coursework each week (i.e. face-to-face week = 3 hours of class + 6 hours coursework; online week = 3 hours of online work + 6 hours coursework). **Organize your time wisely!!!**

LEARNING ACTIVITIES:

Class Participation and Professionalism See School of Social Work attendance policy. Points are awarded for participation in group meetings and in the online environment. Polite and professional communication is expected, with correct written content, free of mistakes, shorthand, or "txt" language.

Online discussions: This is an interactive class requiring active learning techniques. In order to maximize your learning, online participation is required. Students will have online class discussions, based on selected topics that will be graded. Both quality and quantity of participation will be evaluated. The discussion will help reinforce the materials covered and the readings assigned. All posts should reflect college level writing skills and also reflect the student's preparation time. Guidelines for online posts can be found on eClass, in the Faculty Expectations document.

Discussion Posts: There are seven (7) discussion questions and some other posts for this class. Please follow guidelines provided in eClass.

Readings: In each module there is a list of readings assigned for that module. In order to successfully complete this course, you should complete all readings as assigned. The material assigned to each module must be read prior to class. In each module there is a chapter or more to read in addition to other materials as noted in the schedule. These materials may be

articles or websites. All efforts are made to ensure that a .pdf version of the articles is posted in eClass. If they are not posted, use the library databases available through McKee Library or the internet to find the articles.

Assignments Overview: The course assignments focus on developing policy practice and advocacy skills for application in future career contexts. Assignments for this course are designed to follow the 10 advocacy steps outlined in the Libby text. Students in groups will choose their own policy area/issue on which to focus for the duration of the semester. Students should choose an area that is of personal and/or professional interest to them and to streamline their work throughout the semester; that is, students should relate their policy practice to areas in which they have current academic or practice experience. Focusing your policy practice will help manage your workload and also build expertise about your area(s) of interest.

To the degree possible, students are encouraged to work directly with agencies and organizations (perhaps in their field placement settings), advocacy groups, political or issue campaigns, elected officials, etc. If students are not able to work with outside entities, the assignments should be grounded in real (not hypothetical) policy issues involving actual stakeholders (e.g., agency leaders, advocacy groups, elected officials). The quality, language, and content of these assignments must be targeted to actual implementation of your strategies.

Assignment 1: Topic Selection: Select an issue/topic on which to focus for the duration of the semester and identify a relevant policy within this topic. Within the context of this policy, determine what change or issue you will address (e.g., Are you advocating for creation of a policy? Are you advocating to change the current policy? Are you addressing your state's implementation of a federal policy?) and complete a single-spaced summary of your issue and policy choice in the Assignment 1 section of the Comprehensive Policy Plan form. Your instructor will provide you with feedback before you work further on your assignments.

Assignment 2: Research the Issue: Conduct a literature and resource review regarding your policy of interest. The assignment will have two main components: the written narrative expounding on the questions asked and a one-page fact sheet. Submit the single-spaced narrative in the Assignment 2 section of the Comprehensive Policy Plan form, the fact sheet as a separate document, and the revised version of Assignment#1.

Assignment 3: Branding and Mapping Support: Create a brand name for your advocacy campaign that follows the instructions and best practices presented in your e-workshop and the associated materials provided in eClass. Discuss the branding approach and discuss and map possible supporters and detractors using a legislators' positional map and a non-

legislator positional map. Submit the single-spaced narrative in the Assignment 3 section of the Comprehensive Policy Plan form, Attach maps as separate attachments as needed, and the revised version of Assignment#2.

Assignment 4: Media Campaign: Create a clear and concise plan for launching a general media or social media campaign related to your advocacy issue and write a policy brief. Submit the narrative in the Assignment 4 section of the Comprehensive Policy Plan form. Attach media related appendices, your policy brief, and the revised version of Assignment#3 as separate attachments.

Assignment 5: Advocacy Plan: Craft a clear and concise advocacy plan related to your policy area of interest and a policy brief. Use evidence-based practices to justify your steps designed to create the change you desire. Your advocacy plan should also address Libby's (2011) steps 9 and 10: approaching elected officials and monitoring progress. **Submit the single-spaced narrative in Assignment 5 section of the Comprehensive Policy Plan form** and the revised version of Assignment#4.

Assignment 6: Comprehensive Portfolio: This final assignment will be based on your previous work throughout the semester. You must implement all feedback received. In addition to the compilation of all other completed sections **and group version of Discussion Post I-theoretical framework**, you will include a cover page abstract, table of contents, and references section at the end of the paper followed by any appendices and/or supplementary materials as you see fit. As this is an e-portfolio product, and the intended audience for the policy portfolio will be potential employers, colleagues, and other stakeholders, the portfolio should be organized and formatted in a manner that is reader-friendly, non-technical, and visually appealing. If you did implement all or part of the plan, evidence of this should be included in the portfolio. For instance, if you submitted an editorial or sent a letter to an elected official, any correspondence should be included in the portfolio. You will receive extra credit for any aspect of the plan that is implemented. Except for appendices and figures. The portfolio must be double-spaced.

Self & Peer Evaluation: Students are expected to evaluate their participation and contribution to the group to which they are assigned six times, one each for Assignment 1-6. Students are also expected to evaluate their teammates (group members). Students will not receive a grade for the assignment unless they submit their evaluation. The link to the evaluation will be provided in eClass for each assignment.

Instructor and Course Evaluation: Completing the course evaluations is part of being a professional. Please remember to complete your evaluations in a timely manner. The instructor is open to constructive feedback, to know what worked and what did not, and your opinion on how things can be improved. Your feedback is taken seriously and is used to continuously improve

the course, instructional methods, and the program. Comments such as “I loved the course” “I didn’t like anything” or “It was a waste of time” are not considered constructive feedback, and cannot be taken under consideration for improvement. Please be thoughtful and professional.

EVALUATION

The final grade will be based on the following:

- Semester Course Participation 25%
- Online discussion initial posts and replies
- Peer and self-evaluations

*Assignments: 75%

- A1: Topic selection
- A2: Research the issue/Literature review
- A3: Branding and mapping support
- A4: Media campaign
- A5: Advocacy plan
- *A6: Comprehensive policy portfolio

Total course % 100%

** These designated assignments are considered portfolio products. To receive portfolio credit, each portfolio product must be uploaded to your Social Work Portfolio Site by the deadline date and time. See eClass for more directions on how to create and manage your social work portfolio site.*

GRADING SCALE: *Final grades will be based on a percentage of the total possible points.*

100 – 94: A	76 – 74: C
93 – 90: A-	73 – 70: C-
89 – 87: B+	69 – 67: D+
86 – 84: B	66 – 64: D
83 – 80: B-	63 – 60: D-
79 – 77: C+	59 and below: F

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT:

In keeping with university policy, any student with a disability who needs academic accommodations should call Disability Support Services at 423-236-2574 or visit Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disability_support. Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

SCHOOL OF SOCIAL WORK POLICIES:

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

A. General Course Policies

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in eClass and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

B. Attendance Policy

"Participation" (formerly Attendance): Altered temporarily due to COVID-19

Southern's hybrid MSW program holds a measured balance of online and face-to-face (F2F) in person or virtual interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skills

based approach. Because of this engagement model of instruction, students must participate/attend each F2F session as scheduled; however, **please do not come to school if you are not feeling well!** Success in the graduate program depends on consistent presence and engagement with the course content, classmates, and the instructor. This includes consistent participation. To maximize student success in the MSW program, this Attendance Policy has been developed by the School of Social Work faculty, modified to meet CDC recommendations, as well as accommodated for online learners.

1. The MSW program provides the schedule for F2F classes several months in advance of classes.
2. Students are expected to regularly attend all their course related meetings. However, **please stay at home if you feel unwell.** If you are unwell, please **notify your professor immediately**, if possible within 24 hours– there is no penalty for this! You are NOT required to present a medical excuse at this time (this may change throughout the semester as COVID-19 related issues change).
3. Students may only sign in for themselves, whether online or in-person. Signing in for another student is considered an ethical violation that may lead to dismissal from the program.
4. Students **are responsible for completing the missed work**, including work assigned in lieu of face to face meeting times.
5. Missing more than 30 minutes of a meeting (in person or virtual) is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence. Please refer to item above #3 & 4 for exceptions.
6. There are two types of absences: emergency/excused and unexcused. An absence is considered “excused” under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.
7. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably in advance to class.
8. If a student has an unexcused absence, which is indicated **by a lack of communication** with the instructor, the point total towards the final grade for the course will be reduced by 5%.
9. A student who receives an F (unexcused) as a final grade for the course, and will be required to repeat the course, is financially responsible for the course charges the next time it is offered.
10. If a student falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

C. Late Assignment Policy

The MSW program at SAU is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are

expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

General:

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or eClass.
2. Exemptions from the penalties for late assignments will be granted only for documented medical or other emergency reasons, as defined in the procedures section below.
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.

D. Policy on Academic Honesty and Integrity

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and be cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn-it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

POLICY PROCEDURES

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
 - a. Redoing the assignment
 - b. Failing the assignment without opportunity to make up points
 - c. Failing the course

2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

Disclaimer:

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

TurnitIn:

TurnitIn is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

E. Electronic Media Policy

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
 - a. The focus of the classroom environment is on creating an atmosphere of interactive learning and inquiry. For this reason, all cell phones and laptops must be turned off during class if not in use for a requested learning activity by the instructor. The following are some activities NOT ALLOWED in the classroom:
 - Answering a phone call
 - Texting
 - Surfing the web or social media
 - Watching movies or YouTube videos
 - Picture-taking during class
 - Recording devices, unless pre-approved by the professor, and if approved, under NO circumstance are recordings—visual or verbal—to be posted on a public website.
 - b. If during class, a phone rings, a student is sending or receiving text messages, or a laptop is on, the professor may

request that the activity cease. In this situation, the professor also reserves the right to request students to surrender the device for the duration of the class period.

- c. Disrespect for this common courtesy may result in professionalism grade reduction.
2. When their use is allowed, students must not abuse the use of cell phones in class.
 - a. Generally, cell phones should be turned off during class. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance of the possibility to excuse him/herself to take an important call.
 - b. Students must NOT engage in text messaging in the classroom.
 - c. Students who create disturbance with ringing cell phones or text messaging will be warned and may be asked to leave the class session if the behavior continues.
3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purposes for that specific class therefore prohibited from being distributed, published, or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

F. Incomplete Grade Policy

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an I will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

POLICY PROCEDURES

1. To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean.

POLICY FORMS

1. Plan for Incomplete or Remediation form

G. Remediation and Extension Policy

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

COURSE/COMPETENCY REMEDIATION

MSW students who advocate/petition for additional remediation opportunities to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student. The student will be given the opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

FIELD REMEDIATION/EXTENSION

Working with the Field Directors, practicum can also be extended to allow students to pace their field learning experience to their life commitments.

No foundation year field extensions can be granted beyond the beginning of their advanced year. Students who have not completed their 400 hours will be asked to complete those hours and hold their studies for an additional year. Portfolio defenses can also be extended as students need to complete their work.

All IPed work must be completed prior to your next semester OR within one year of the extension (if your course work is completed) and/or as outlined in the petition. Any uncompleted IPs by the end of this time period will automatically default to the last existing grade for that course. All extension plans must be in writing. This request will be evaluated and the student will receive signed permission from the instructor and approved by the graduate program director or dean of the School of Social Work.

H. Progression-Retention Policy

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 - a. Academic honesty breaches
 - b. Failing the field practicum
 - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

POLICY PROCEDURES

1. In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.

2. Challenges to program termination decisions will follow the Grievance Policy.

I. Graduation Policy

There are a number of processes that must be addressed prior to an MSW student being cleared for graduation. Students who are preparing to graduate have the responsibility to carry out all of the needed steps in a timely manner so that they do not experience any delay to their degree completion. This Graduation Policy was developed to outline the details of the required steps prior to graduation.

In order to be considered eligible for graduation clearance, students must complete the following requirements:

1. Submission of the online Graduation Contract form (see Policy Procedures section below)
2. Successful completion all MSW coursework requirements in accordance with university academic standards (see the Student Retention Policy or the SAU graduate catalog for details)
3. Successful defense of the MSW portfolio (see the Portfolio Defense Policy for details)

POLICY PROCEDURES

1. Complete and submit the university's Graduation Contract form available online at southern.edu/records.
2. Communicate with the MSW program office in the School of Social Work (msw@southern.edu) to verify graduation eligibility.

COURSE SCHEDULE

NOTE: Most assignments are due by 1:30 pm on the Sunday of the F2F class, but some are noted otherwise in eClass!
Initial response DQ posts are due by 11:59 pm on the Sunday a week after the F2F classes. Responses to other people's posts are due at 1:30 pm on the Sunday of the F2F class, except as noted otherwise. Pay close attention to eClass due dates!

DATES	LEARNING ACTIVITIES	LEARNING PRODUCTS <i>*portfolio products</i>
<u>MODULE#1</u> August 18–25	<p>Introduction to the Course</p> <p>Policy Analysis, Lobbying and Advocacy – Theories and Practice</p> <p>Elements of successful advocacy campaigns: Step 1</p> <p>Read: Libby (2021): Ch 1 and pp. 95-100; O'Connor & Netting's (2011) Theoretical Frameworks: Rational policy analysis and Non-rational policy analysis</p> <p>Watch: Lobbying is NOT a 4-letter word-- what is lobbying and Libby's ten steps on successful legislative advocacy(link available in eClass)</p>	<ul style="list-style-type: none"> • Post: Introduce yourself and your policy interests: <i>Due Aug. 21</i> • Complete Acknowledgement of Faculty Expectations on eClass: <i>Due Aug.21</i> • DQ1: Theoretical framework (Original post due August 21; Response due August 25)
F2F CLASS 1 Sun. August 25	No class meeting but brief voluntary check-in on Zoom as announced (12:45-1:15pm)	
<u>MODULE#2</u> August 26–September 8	<p>Review of Political systems, Regulations, and Processes</p> <p>Understanding your values and political typology</p> <p>Read: Libby (2021): Ch. 2-4 Schneider & Ingram (1993)-Social Construction of Target Populations</p>	<ul style="list-style-type: none"> • Group Post: Group Resume on eClass: Due Sept. 1 • Submit Group's Topic and Policy Idea for Instructor approval: Due Sept. 1 • DQ#2 Personal Values Statement • Meeting Minutes 2.1& 2.2: Sept. 8

	<p>Pierce et al. (2014)- For more on Social Construction and Policy Design</p> <p>Take the Political Typology quiz</p> <p>Read the "Political Typology Reveals deep fissures on the right and left"after taking your quiz</p> <p>Watch:</p> <ul style="list-style-type: none"> 2013 Boyarsky Lecture by Dr. J. Haidt: Why So Many Americans Don't Want Social Justice and Don't Trust Scientists 	
F2F CLASS 2 Sun. Sept. 8	No class meeting but a brief voluntary check-in on Zoom as announced (12:45-1:15)	
<u>MODULE#3</u> September 9-22	<p>Elements of Successful Advocacy Campaigns: Step 1</p> <p>Read:</p> <p>Libby (2021): Ch 5, pp. 95-109; pp. 157-158; pp. 233-235</p> <p>Guyer (2020)</p>	<ul style="list-style-type: none"> <i>DQ3: Article Post</i> <i>Assignment #1: Topic and Policy Selection-Due Sep.15</i> <i>Self & Group Members Evaluation- Due Sep.15</i> Meeting Minutes 3.1 &3.2: Sept. 22
F2F CLASS 3 Sun. Sept. 22	No class meeting but abrief voluntary check-ins on Zoom as announced (12:45-1:15)	
<u>MODULE#4</u> Sept. 23 – Oct. 6	<p>Elements of successful advocacy campaigns: Steps 2 &3</p> <p>Read: Libby (2021): Ch 5, pp. 100-117 (see other examples in Libby on pp. 158-163; 235).</p> <p>Additional Reading: Popple & Leighninger (2019): CH 4 Historical Policy Analysis</p>	<ul style="list-style-type: none"> DQ #4: Annotated Bibliography due Sep 29 Assignment #2: Research the Issue/Topic, Fact Sheet, & <i>and revised Ass.1: Due October 6</i> Self & Group Evaluation- <i>Oct. 6</i> Meeting Minutes 4.1 & 4.2-Oct. 6

F2F CLASS 4 Sun. Oct 6	No class meeting but brief voluntary check-ins on Zoom as announced (12:45-1:15)	
<u>MODULE#5</u> October 7–27	Elements of Successful Advocacy Campaigns: Steps 4 to 7 Read: <ul style="list-style-type: none"> • Libby (2021): pp. 119-129; pp. 160-168; pp. 237-243. • <i>Complete</i> the Framework Institute’s e-Workshop (link available in eClass) • <i>Check out</i> (available in eClass): Don't Think About Elephants • The Storytelling Power of Numbers • Framing on Your Feet (Humans Services) 	<ul style="list-style-type: none"> • DQ #5: Form a Coalition due Oct • Mid-term course Evaluation: <i>Due October 13</i> • ASSIGNMENT #3(and revised Ass 2): Branding & Mapping Support: Oct. 27 • Self & Group Members Evaluation: <i>Due Oct. 27</i> • <i>Meeting Minutes 5.1& 5.2: Oct. 27</i>
F2F CLASS 5 Sun. Oct 27	No class meeting but a brief voluntary check-ins on Zoom as announced (12:45-1:15pm)	
<u>MODULE#6</u> Oct 28– Nov.10	Media Campaigns Elements of Successful Advocacy Campaigns: Steps 8 to 10 Part I:Media Campaigns Read: Libby (2021) pp. 129-144; pp. 168-180; pp. 248-257 Reisch (2019)-CH 13 Using Media	<ul style="list-style-type: none"> • DQ#6 (individual): Elevator Pitch (Draft): <i>Nov 3</i> • ASSIGNMENT #4: Media Campaign (and Revised Ass#3): <i>Due Nov.10</i> • <i>Self & Group Members Evaluation-Due Nov. 10</i> • Meeting Minutes 6.1 & 6.2-Nov. 10
F2F CLASS 6 Sunday, Nov. 10	No class meeting but brief voluntary check-ins on zoom as announced (12:45-1:15)	
<u>MODULE#7</u> November 11–24	Advocacy Plans and Working with Policymakers and Target Populations Read: Libby (2021): Ch 7 -11 Guyer (2020): CH 7& 8 Making Successful Lobbying Visits and Working with Legislative Committees	<ul style="list-style-type: none"> • DQ #7: Elevator Pitch (Final): <i>Due November 17</i> • ASSIGNMENT #5: Advocacy Plan (and Rev. Ass. 4): <i>Due Nov. 24</i> • Self & Group Members Evaluation-

		<i>Due Nov. 24</i> <ul style="list-style-type: none"> • Meeting Minutes 7.1 & 7.2-Nov 24
F2F CLASS 7 Sunday, Nov. 24	No class meeting but a brief voluntary check-ins on Zoom as announced (12:45-1:15)	<ul style="list-style-type: none"> •
November 25- December 1 Thanksgiving Break		
<u>MODULE#8</u> Nov 25 – Dec. 8	Bringing it all together Reading assignments are available in eClass	<ul style="list-style-type: none"> • Meeting Minutes 8.1 & 8.2-Dec.3 • *ASSIGNMENT #6: Final Advocacy Portfolio-<i>Due December 8 at 1:30 pm</i> • Self & Group Members Evaluation- <i>Due December 8 at 1.30 pm</i> • Course Evaluation: <i>Due December 8 - extra credit. Evaluation via link from the university or through my ACCESS</i>
F2F CLASS 8 Sunday, Dec. 8	No class meeting but brief voluntary check-ins on Zoom as announced (12:45-1:15)	
Syllabus Policy: <i>The professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.</i>		

Bibliography

- Austin, M. J. (Ed.). (2014). *Social justice and social work*. Los Angeles, CA: Sage.
- Bergan, D. E. (2009). Does grassroots lobbying work? A field experiment measuring the effects of an e-mail lobbying campaign on legislative behavior. *American Political Research*, 37, 327-352.
- Blau, J. & Abromowitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.).
- Burgard, S.. (2012). Is the recession making us sick? (p. 19-23). *Pathways: A Magazine on Poverty, Inequality, and Social Policy*, Stanford Center on Poverty and Inequality.
- Chang-Muy, F. & Congress, E. P. (Eds.). (2009). *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*. New York, NY: Springer Publishing Co.
- DiNitto, D. M. (2011). *Social welfare: Politics and public policy* (7th ed.). Needham Heights, MA: Allyn and Bacon-Pearson.
- Edsall, T. B. (2013). The hidden prosperity of the poor. *The New York Times*. Opinionator. New York, NY: January 30, 2013 (p. 1-5). <http://opinionator.blogs.nytimes.com/2013/01/30/the-hidden-prosperity-of-the-poor/>
- Effects on Different Types of People – Interactive Graphic
<http://www.nytimes.com/interactive/2010/03/24/us/politics/20100319-health-care-effect.html?ref=business>
- Elliott, Andrea. 2013. Invisible child (Part 1): Girl in the shadows: Dasani's homeless life. *The New York Times*. New York, NY: December 9, 2013. 1st chapter of a 5-part series. <http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1>
- Fisher, R., Ury, W. & Patton, B. (2012). *Getting to yes: Negotiating an agreement without giving in*. New York, NY: Random House.
- Gelak, D. (2008). *Lobbying and advocacy: Winning strategies, resources, recommendations, ethics and ongoing compliance for lobbyists and Washington Advocates: The best of everything lobbying and Washington advocacy*. Washington: Thecapitol.Net, Inc.
- Giffords, E. and Garber, K. (2014). *New perspectives on poverty*. Chicago, IL: Lyceum Books
- Goodman, LA, Smyth, KF, Borges, AM & Singer, R. (2009). When crises collide how intimate partner violence and poverty intersect to shape women's mental health and coping? *Trauma, Violence & Abuse*, 10(4), 306-329.
- Guyer, R.L. (2020). *Insiders talk: How to successfully lobby stated legislatures* (4th.ed.). *The Lobby School*,
- Haynes, K.S. & Mickelson, J.S. (2009). *Affecting change: Social workers in the political arena*. Englewood Cliffs, NJ: Prentice Hall.

- Hoefer, R. (2007). Controlling the levers of power: How advocacy organizations affect the regulation writing process. *Journal of Sociology and Social Welfare*, 34(1), 83-108.
- Hoeffler, R. (2011). *Advocacy practice for social justice* (2nd ed.). Boston, MA: Lyceum Books.
- Holt, S., Buckley, H. & Whelan, S.. (2008). The Impact of exposure to domestic violence on children and young people: A review of the literature. *Child Abuse & Neglect*, 32, 707-810.
- Ife, J. (2008). *Human rights and social work: Towards a rights-based approach* (Rev. ed.). Cambridge, MA: Cambridge University Press.
- Iglehart, A. P. & Becerra, R. M. (2011). *Social services and the ethnic community* (2nd ed.). Long Grove, IL: Waveland Press.
- Jacob, B & Ludwig, J. (2009). Improving educational outcomes for poor children. *Focus*, 26(2), 56-61.
- Jansson, B. S. (2015). *Social welfare policy and advocacy: Advancing social justice through 8 policy sectors*. Thousand Oaks, CA: Sage.
- Jansson, B. S. (2011). *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Belmont CA: Brooks/Cole—Cengage.
- Jenson, J. M., & Fraser, M. W. (2011). *Social policy for children and families: A risk and resilience perspective* (2nd ed.). Thousand Oaks, CA: Sage.
- Jimenez, J. (2010). *Social policy and social change: Toward the creation of social and economic justice*. Thousand Oaks, CA: Sage.
- Popple, P. R. and Leighninger, L. (2019). *The policy-based profession: an introduction to social welfare policy analysis for social workers*(7th ed.). Pearson.
- Lens, V. (2005, July). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*, 50(3), 231-238.
- Magnuson, K & Votruba-Drzal, E. (2009). Enduring influences of childhood poverty. In M. Cancian & S. Danziger (eds.), *Changing Poverty, Changing Policies*. New York: Russell Sage Foundation.
- Magnuson, K. (2013). Reducing the effects of poverty through early childhood interventions. *Fast Focus*, 17-3012. Institute for Research on Poverty. University of Wisconsin-Madison. <http://www.irp.wisc.edu/publications/fastfocus/pdfs/FF17-2013.pdf>
- Mapp, S. C. (2008). *Human rights and social justice in a global perspective*. New York, NY: Oxford University Press.
- McLanahan, S & Percheski, C. (2008). Family structure and the reproduction of inequalities. *Annual Review of Sociology*, 34, 257-276.

- McNutt, J. (2011). Is social work advocacy worth the cost? *Research on Social Work Practice*, 21(4), 397-403. DOI: 10.1177/1049731510386624
- McNutt, J. G. (2006). Building evidence based advocacy in cyberspace: A social work imperative for the new millennium. *Journal of Evidence Based Practice*, 3, 91-102.
- Midgley, J. M. & Livermore, M. (2009). *The handbook of social policy* (2nd ed.) Thousand Oaks, CA: Sage.
- Moon, S.S. & DeWeaver, K.L. (2005). Electronic advocacy and social welfare policy education. *Journal of Teaching in Social Work*, 25(1/2), 57-68.
- National Poverty Center. (2012). *Extreme poverty in the United States, 1996 to 2011*. Policy Brief #28. University of Michigan: Ann Arbor, MI. 1-5.
- O'Connor, M. K. & Netting, F. E. (2011). *Analyzing social policy: Multiple perspectives for critically understanding and evaluating policy*. Hoboken, N.J.: Wiley.
- O'Brien, R. & Newman, K.. (2011). Stop taxing the poor. *First Focus*. Washington, DC. Article based on: *Taxing the Poor: Doing Damage to the Truly Disadvantaged*. Berkeley: University of California Press.
- Oleszek, W.J. (2007). *Congressional procedures and the policy process*. Washington, DC: CQ Press.
- Pager, D. & Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets." *Annual Review of Sociology* 34,181-209.
- Pager, D., Western, B., & Sugie, N. (2009). Sequencing disadvantage: Barriers to employment facing young Black and White men with criminal records. *Annals of the American Academy of Political and Social Science*, 623(1), 195-213.
- Pew Charitable Trusts. (2012). Pursuing the American dream: Economic mobility across generations. 1-27.
http://www.pewtrusts.org/our_work_report_detail.aspx?id=85899403846
- Pew Research Center. (2011). Wealth gaps rise to record highs between Whites, Blacks, and Hispanics. *Social & Demographic Trends*. 1-32.
- Plumer, B. (2013). 'Trickle-down consumption': How rising inequality can make everyone worse off. Wonkblog. *The Washington Post*. March 27, 2013.
- Postmus, J. L. (2004). Battered and on welfare: The experiences of women with the family violence option. *Journal of Sociology and Social Welfare*, 31(2): 113-123.
- Reisch, M. (2019). Macro social work: Working for change in a multicultural society. Cognella
- Rivlin, G. (2007). The millionaires who don't feel rich. *The New York Times*. New York, NY: Aug 5, 2007, (p. A1).
<http://www.nytimes.com/2007/08/05/technology/05rich.html?dlbk>

- Rocha, C., Poe, B. & Thomas, V. (2010). Political activities of social workers: Addressing perceived barriers to political participation. *Social Work*, 55(4), 317-325.
- Rome, S.H., Hoechstetter, S., & Wolf-Branigin, M. (2010). Pushing the envelope: Empowering clients through political action. *Journal of Policy Practice*, 9(3-4), 201-219.
- Sampson, R. J. (2013). Division street, USA. Opinionator. *The New York Times*. October 26, 2013. (p. 1-5).
- Schiller, B. (2008). *Economics ofp and discrimination*, 10th Edition. Upper Saddle River, NJ: Prentice Hall.
- Sharkey, P. (2009). *Neighborhoods and the Black-White mobility gap*. Pew Charitable Trusts, Economic Mobility Project (p. 1-25).
- Shonkoff, J. (2011). Building a foundation for prosperity on the science of early childhood development. *Pathways*. Stanford University Center for the Study of Inequality.
- Snyder, R.L. (2013). A raised hand: Annals of prevention. *The New Yorker*. July 22, 2013.
- Story, L. (2012). As companies seek tax deals, governments pay high price. *New York Times*, December 1, 2012. Part 1 of 3-part series: <http://www.nytimes.com/2012/12/02/us/how-local-taxpayers-bankroll-corporations.html>
- Tough, P. (2011). The poverty clinic. *The New Yorker*. March 21, 2011.
- Uggen, Christopher, Shannon, Sarah & Manza, Jeff. (2012). State-level estimates of felon disenfranchisement in the US, 2010. *The Sentencing Project*. 1-17.
- Vance, S. (2009). *Citizens in action: A guide to influencing government*. Bethesda, MD: Columbia Books, Inc.
- Wolfe, B. (2011). Poverty and poor health: Can health care reform narrow the rich-poor gap? *Focus* 28(2) 25-30. Institute for Research on Poverty. University of Wisconsin –Madison.
- Yoshihama, M., Hammock, A.C., Horrocks, J. (2006). Intimate partner violence, welfare receipt, and health status of low-income African American women: A lifecourse analysis. *American Journal of community Psychology*, 37(1-2): 95-109.