ADVANCED POLICY ADVOCACY, SWK 6210
Spring 2024
WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

Instructor Name
Email
Phone
Hours

COURSE DESCRIPTION

This course provides students an opportunity to expand on their foundation policy and practice skills to identify policies that are related to social problems, with particular emphasis on problems that disproportionately affect vulnerable populations. Students will connect policy process and outcomes to the NASW Code of Ethics. Students will learn policy analysis and advocacy skills to create policy change.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever has."
Margaret Mead

The mission of the social work profession is "to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (NASW Code of Ethics, Preamble, 2021). To further this mission, the NASW Code of Ethics implores social workers to "engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully (NASW Code of Ethics, 6.04(a), 2021). Social workers should also "advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice" (NASW Code of Ethics, 6.04(a), 2021). In order to effectively serve the mission of our profession, social workers need to be "aware of the impact of the political arena on practice" (NASW Code of Ethics, 6.04(a), 2021).

The two-course policy sequence for the Master of Social Work program at Wurzweiler School of Social Work is designed to competently prepare students to support the mission of the social work profession. The current course builds on the theory, knowledge and skills of Social Welfare and Social Change (SWK 6201) and other foundational courses, to further develop student understanding of social workers' ethical responsibility to engage in social and political action, and put newly acquired skills into action.

This Advanced Policy Advocacy course prepares students to actively practice policy analysis and advocacy. This course builds upon theory introduced in Human Behavior and the Social Environment courses and content infused throughout the curriculum related to social justice, equity, and equality for populations in need and at-risk.

Students in this course learn how to use policy practice to address a social problem of importance to them. Students choose a social problem that connects with the social work profession as a whole. This problem may intersect with student practicum experiences, career/future practice

goals, and/or social problems of personal significance. Through a deeper exploration of theory, knowledge and skills, students will develop an expertise in policy related to their chosen problem that informs how they design and implement a strategy to impact policy to create positive social change, in accordance with the NASW Code of Ethics.

COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.
Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 5: Engage in Policy Practice
Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.
Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare

policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Common Assignment: **Advocacy Project Policy Brief**

Coursework Indicator	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)
3A Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	Fails to Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	Shows evidence of anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	Engages in anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	Consistently engages in anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
3B Demonstrate cultural humility by applying critical reflection, self-awareness justice.	Fails to engage in cultural humility by applying critical reflection, self-awareness justice	Shows evidence of engaging in cultural humility by applying critical reflection, self-awareness justice	Demonstrates cultural humility by applying critical reflection, self-awareness justice	Consistently Demonstrate cultural humility by applying critical reflection, self-awareness justice
5A Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Does not use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Identifies the issues, but fails to use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services in a clear, coherent, and meaningful manner, and demonstrates understanding of issues.	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services in a concise and meaningful manner that demonstrates mastery of relevant policy issues.
5B Apply critical thinking to analyze, formulate, and advocate for policies that advance human	Fails to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic,	Shows evidence of engaging in practices that apply critical thinking to analyze, formulate, and advocate for policies that advance human	Engages in practices that apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social,	Consistently engages in practices that to apply critical thinking to analyze, formulate, and advocate for policies that advance human

rights and social, racial, economic, and environmental justice.	and environmental justice.	rights and social, racial, economic, and environmental justice.	racial, economic, and environmental justice.	rights and social, racial, economic, and environmental justice.

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address: https://yeshiva.tk20.com/campustoolshighered/start.do

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: https://www.yu.edu/wurzweiler/msw/assessment

LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

1. Define social policy and related terms
2. Describe the professional and ethical responsibility of social workers to engage in the policy process
3. Summarize the theory and practice of the policy process at the local, state, and federal levels, including roles of elected officials at all levels
4. Describe the role of social workers in voter engagement
5. Describe the definition of a social problem, including the multiple ways of defining a problem and recommend possible solutions to social problems
6. Analyze the disproportionate impact of social problems on marginalized populations
7. Understand the theories that inform social policy analysis and action
8. Find, evaluate, and analyze existing policies that are relevant to social work practice
9. Use foundational social work skills to develop plans for policy advocacy and apply advocacy skills to proposed policy change
10. Think critically about theory related to power and its uses in advocacy

INSTRUCTIONAL METHODS

Class sessions include lectures (using the delivery method appropriate to the course) that follow the progression of the course outline. Discussions focus on lecture content, reading assignments, current events relevant to social policy and student experiences in practicum and other social work-related professional experiences. A variety of techniques, including group exercises, audio-visual presentations and guest speakers may be used. Students in this class in any format (asynchronously, synchronously online via Zoom, or in person) will participate in online discussions in Canvas in order to meet the required contact hours for the course.

Students are expected to complete all assigned readings on time, attend class in person or complete lecture modules online, and participate knowledgeably in class discussions. In addition to the assigned readings, students are encouraged to skim news sources such as major newspapers (such as *The New York Times*, *Washington Post*, *Wall Street Journal,* or *Globe and Mail*), news

radio (such as NPR or CBC), podcasts (such as Up First, The Daily, the Globalist, the Takeaway, or PRI's the World), television news (such as local news, BBC, or CBC), and specialized or long form publications (Politico, the Hill, the Atlantic, or Vox). In-depth sources such as *Congressional Quarterly*, *Congressional Weekly*, and professional journals may also be useful. These sources will be extremely helpful to all students in preparing class assignments and participating in class discussions.

Assignments: (detailed descriptions can be found in the relevant units and Canvas)

Title	**Unit**	**Weight (%)**
Policy in Real Life	Varies	15
Who Represents Me?	Unit 1/2	5
Advocacy Project, Part 1: Social Problem Analysis	Unit 3	10
Advocacy Project, Part 2: Social Policy Research	Unit 4	10
Advocacy Project, Part 3: Social Policy Change & Advocacy Groups	Unit 5	15
Advocacy Project, Part 4: Practice Testimony *This assignment measures Competency 3A, 3B, 5A*	Unit 6	15
Advocacy Project, Part 5: Policy Advocacy in Action/Policy Brief	Unit 7	10
Class Engagement	all	20

Final Grading Scale:
A= 94-100 A-= 90-93 B+= 87-89 B= 83-86 B-=80-82 C+= 75-79 C=70-74 F<70

Assignment Descriptions:

Class Engagement

Class engagement includes active participation during class time for students who are taking class in person or synchronously via zoom, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in addition to class time). For students in fully asynchronous sections of this course, class participation includes your active participation in interactive online activities throughout the semester (roughly 160 minutes per week).

Class engagement includes active participation during class time for students who are taking class in person or synchronously via zoom, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in addition to class time). To make the most of this time, students should expect to complete all reading in advance of the class period, and to come to class prepared to ask questions, help other students with challenges, and discuss that week's topic.

Policy in Real Life (Final product: 1 page reflection, using form provided)
This assignment gives students an opportunity to participate in advocacy within a community that is meaningful to them. ***This project MUST be related to policy.*** Students can choose from one of the options suggested below, or may propose their own idea to the professor. This assignment involves student activity and a written reflection. This assignment can be completed at any time during the semester, but must be completed in order to get a passing grade. Students

may choose to engage in these activities alone or as part of a group. This assignment requires substantive engagement by you and generally interaction with policymakers. We want you to leave this program feeling that you have practiced these advocacy skills and are ready to use them in your social work practice. Below are listed both virtual and in-person ideas. Feel free to reach out to your professor or to the Policy Sequence chair, Dr. Lane (shannon.lane@yu.edu) to talk through your ideas.

Who Represents Me (2 page form, provided)
In this assignment, you will be asked to research information about your municipal (also called local), state, and federal governments in order to better understand which elected officials represent you in local, state, and federal government. Be sure to pay attention to the search hints throughout the questions that will guide you in finding the correct information. Stuck answering a question? Reach out to your instructor for help. For more information about state and local governments, listen to the Midterm Edition: State and Local Elections episode of Civics 101: A Podcast.

Advocacy Project
This five-part project will take you from the process of understanding a social problem, finding related policy, and creating proposals for policy change to improve the problem. By the end of the semester, you will give testimony and create a policy document to address this social problem and create change. The best social problems to choose for this project are those that are significant, meaning they make a difference in people's lives, but not so big that they are impossible to wrestle with in the time we have. Examples of previously successful projects will be available from your instructor and all assignments are described in detail in Canvas.

Advocacy Project Part 1: Social Problem Analysis (2 pages)

Advocacy Project, Part 2: Social Policy Research (1 page form, provided)

Advocacy Project, Part 3: Social Policy Change & Advocacy Groups (3-5 pages)

Advocacy Project, Part 4: Practice Testimony (5 minutes; 2-3 pages)
Note: While there is no requirement that you testify in front of an actual policy-making body, if you do, you will automatically receive full credit on this assignment.

Advocacy Project, Part 5: Policy Brief (generally 1-3 pages)

COURSE REQUIREMENTS

REQUIRED TEXTS (for both SWK 6201 and SWK 6210)

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social welfare policy in a changing world*. Sage Publishing. ISBN: 9781544316185. Hard copy: $151.00; eBook: $56.00 (90 day rental). Used copies available.

National Association of Social Workers. (2021). *Social work speaks: National Association of Social Workers policy statements 2021-2023 (12th Ed.).* NASW Press. ISBN: 978-0-87101-564-8. Hard copy: $52.99; eBook: $49.99. **Your instructor will notify you if a new edition of Social Work Speaks becomes available.**

The Social Work Speaks book is BEST purchased DIRECTLY from NASW Press ($50 for an eBook, and $53 for the volume in paperback. https://www.naswpress.org/publications/Profession/social-work-speaks-1.html

National Association of Social Workers. (2021). *Code of Ethics.* https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English Note: You do not need to purchase this. You can read it free of charge on NASW's website.

Note: Other required readings are available on-line through electronic reserve (E-RES) or found in the course Canvas shell. See instructions below for e-reserve.

OPTIONAL SUPPLEMENTAL TEXT

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 1433832178. Paperback: $31.99, Spiral-bound: $44.99, Hardcover: $54.99; eBook: $26.99 through VitalSource.

COURSE POLICIES

STUDENTS WITH DISABILITIES

The Office of Disability Services (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities.

http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/

The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

Student Responsibilities

- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.
- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.

- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Getting Started

Students in Yeshiva University who wish to receive accommodations must self-disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an Intake form.
- Gather and submit current documentation of your disability.
- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our Disability Documentation Guidelines and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professor
- If you have any questions regarding Disability Services, please call: **646-592-4280**
- **Accommodation letters must be submitted to your professors as soon as they are received**.

E-RESERVES (Electronic Reserve)

Most of the articles mentioned in the curriculum are available on electronic reserve (E-Reserve). You can access the full text articles from your home or from a university computer at no charge.

To access E-Reserves from Canvas (Recommended):

1. Electronic reserve lists are automatically added to all Canvas course pages (https://yu.instructure.com/) .
2. Students can directly access the list without a password from the Canvas page.
3. Go to your course Canvas Page
4. Click on “Library Resources and E-Reserves”.
5. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (YUAD): https://library.yu.edu/OffCampusAccess
6. When the article text or book record appears on the screen, you can print, email, or save it to disk.
7. If you have any problems, please contact - ereserves@yu.edu.

* Please note, Canvas no longer supports Internet Explorer. If you are having trouble opening up an eReserve item, please try other web browsers.

You can also access e-reserves through http://www.yu.edu/libraries/

1. Click on online resources.
2. Click on eReserves
3. If you are off-campus, at this point you will be prompted for your Off-Campus Access Service login and password (obtain this from the library).
4. In the 'search for Courses' box, type in the name of your course.
5. Click on the link to your course.
6. Enter the password wurzweiler
7. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
8. When the article text or book record appears on the screen, you can print, email, or save it to disk.
9. If you have any problems, please contact eres@yu.edu.

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes ***plagiarism*** and is a violation of academic standards. The School will not condone ***plagiarism*** in any form and will impose sanctions to acts of ***plagiarism***. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. ***Plagiarism*** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also ***plagiarism*** to use the ideas and/or work of another student and present them as your own. It is **NOT** ***plagiarism*** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker
www.dustball.com/cs/plagiarism.checker
www.plagtracker.com
www.plagium.com/
www.plagscan.com/seesources/
www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found here.
- Drug-Free University Policy can be found here.
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found here.
- The University's Computer Guidelines can be found here.

INCOMPLETE POLICY

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

COURSE OUTLINE

Note: Your instructor and/or the course Canvas will let you know which readings are required and which are recommended, as well as the distribution of readings and assignments within units that are multiple weeks.

Unit 1: Introduction to Social Policy and Policy Practice

Learning Objectives:

- Identify course objectives and requirements

- Introduce online library searching and writing formats specific to policy work
- Define social policy and related terms
- Review the history of policy practice
- Describe the professional and ethical responsibility of social workers to engage in the policy process
- Give examples of social workers' roles and responsibilities in the policy process

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world.* Sage Publishing.

- Chapter 1: Social Work: A Values-Based Profession in a Historical Content (review)
- Chapter 2: How Policy is Created and Influenced (pp. 21-26, 37-40)

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2021). *Social work speaks: National Association of Social Workers policy statements.* NASW Press.

- Role of Government, Social Policy, and Social Work
- Electoral Politics

Henderson, A.S. & Bullock, A. (2021). Policy practice. In *Encyclopedia of Social Work.* Oxford University Press. (Available through E-Reserves)

Binder, N., & Weiss-Gal, I. (2022). Social workers as local politicians in Israel. *The British Journal of Social Work*, *52*(5), 2797-2813.

McLaughlin, A., Rothery, M., & Kuiken, J. (2019). Pathways to political engagement: Interviews with social workers in elected office. *Canadian Social Work Review/Revue Canadienne de Service Social*, *36*(1), 25-44.

Pollack, D. & Kleinman, T.G. (2015). *Social work and the courts: A casebook (3rd* Ed.). Routledge. Chapter 7: Social workers in court.

Sewpaul, V., & Henrickson, M. (2019). The (r)evolution and decolonization of social work ethics: The Global Social Work Statement of Ethical Principles. *International Social Work*, *62*(6), 1469–1481.

Stuart, P. (1999). Linking clients and policy: Social work's distinctive contribution. *Social Work, 44*(4):335-347.

Video introduction to library and YU find: https://www.youtube.com/watch?v=Blw3Fy6EZrA

Assignments:

1) Class participation
2) Who Represents Me?

Unit 2: The Policy Process and Voter Engagement

Learning Objectives:

- Summarize the theory and practice of the policy process at the local, state, and federal levels
- Apply strategies to find elected officials at all levels
- Examine the history of voting laws in the United States through a social justice lens
- Describe the role of social workers in voter engagement
- Critique the intersections of voting and criminal justice

Required Readings (& listening):

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world.* Sage Publishing. Chapter 2: How Policy is Created and Influenced (pp. 27-37, 40-end)

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2021). *Social work speaks: National Association of Social Workers policy statements.* NASW Press.

- Social Work in the Criminal Justice System
- Voter Participation
- Racism

Abramovitz, M., Sherraden, M., Hill, K., Smith, T. R., Lewis, B., & Mizrahi, T. (2019). Voting is Social Work: Voices from the National Social Work Voter Mobilization Campaign. *Journal of Social Work Education*, *55*(4), 626-644.

Domanski, M. (1998). Prototypes of social work political participation: an empirical model. *Social Work, 43*(2), 156-167.

Lane, S. R., & Pritzker, S. (2018). *Planning the Political Intervention: Voter engagement.* Springer International Publishing. Chapter 8 (Available via Canvas)

LeRoux, K., & Krawczyk, K. (2014). Can nonprofit organizations increase voter turnout? Findings from an agency-based voter mobilization experiment. *Nonprofit and Voluntary Sector Quarterly, 43*(2), 272–292.

Lo Wang, H. & Devarajan, K. (2019, Dec. 31). 'Your body being used': Where prisoners who can't vote fill voting districts. *Morning Edition: National Public Radio* (6 minutes) https://www.npr.org/sections/codeswitch/2019/12/31/761932806/your-body-being-used-where-prisoners-who-can-t-vote-fill-voting-districts

Rutenberg, J. (2015, July 29). A dream undone: Inside the 50-year campaign to roll back the Voting Rights Act. *The New York Times Magazine.* https://www.nytimes.com/2015/07/29/magazine/voting-rights-act-dream-undone.html

Assignments:

1) Class participation

Unit 3: Defining Social Problems

Learning Objectives:

- Describe the definition of a social problem, including the multiple ways of defining a problem
- Recommend possible solutions to social problems
- Analyze the disproportionate impact of social problems on marginalized populations

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world.* Sage Publishing.

- Chapter 4: Family Policy
- Chapter 5: Child Welfare Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2021). *Social work speaks: National Association of Social Workers policy statements.* NASW Press.

- Women in the Social Work Profession
- Transgender and Gender Nonconforming People
- Sovereignty, Rights, and the Well-Being of Indigenous Peoples
- People with Disabilities
- Immigrants and Refugees

Brick, Y. (1989). Judaism and social policy. *Social Policy and Administration* 23(3): 262-276.

Danziger, S.K. & Staller, K.M. (2013). Social problems. In *Encyclopedia of Social Work.* Oxford University Press. (Available through E-Reserves)

Stein, G.L., & Sherman, P.A. (2005). Promoting effective social work policy in end-of life and palliative care. *Journal of Palliative Medicine, 8*(6), 1271-1281.

Assignments:

1) Class participation
2) Advocacy Project, Part 1: Social Problem Analysis

Unit 4: Policy Analysis

Learning Objectives:

- Understand the theories that inform social policy analysis and action
- Find and evaluate existing policies that are relevant to social work practice
- Analyze social policies
- Using poverty as an example, research and evaluate social policies related to social problems

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world.* Sage Publishing.

- Chapter 3: Practical Theories for Understanding and Analyzing Policy
- Chapter 9: Work and Employment Policy

Gilbert, N., & Terrell, P. (2012). *Dimensions of social welfare policy (8th Ed.).* Prentice-Hall. Chapter 3.

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2021). *Social work speaks: National Association of Social Workers policy statements.* NASW Press.

- Economic Justice
- Welfare Reform
- Workplace Discrimination

Frakt, A. & Pearson, E. (2019, Dec. 31). How cutting food stamps can add costs elsewhere. *The New York Times*. https://www.nytimes.com/2019/12/31/upshot/food-stamps-lower-health-care-costs.html

Lane, S. R., & Pritzker, S. (2018). *Political social work.* Springer International Publishing. Chapter 6 (Available via Canvas; Please read pages 151-163)

Pimpare, S. (2013). Welfare reform at 15 and the state of policy analysis. *Social Work, 58*(1), 53-62.

Schuman, D.L. & Schuman, D.L (2016) A value-critical choice analysis of a policy to prevent suicide in veterans and service members, *Social Work in Public Health*, *31*(6), 537-548.

Assignments:

1) Class participation

2) Advocacy Project, Part 2: Social Policy Research

Unit 5: Policy Advocacy: Creating plans, using theory, finding allies (Week 8-9)

Learning Objectives:

- Develop a plan for policy advocacy, using mental health as a sample topic
- Think critically about theory related to power and its uses in advocacy
- Compare theories and research that describe the use of coalitions and other organizing techniques
- Research advocacy organizations

Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world.* Sage Publishing.

- Chapter 11: Health Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2021). *Social work speaks: National Association of Social Workers policy statements.* NASW Press.

- Mental Health

Lane, S. R., & Pritzker, S. (2018). *Political social work.* Springer International Publishing. Chapter 6 (Available via Canvas; Please read pp. 163-170.)

Lyons, P., Beck, E. & Lyons, M.J. (2011). Capitalizing capitol capital: Child welfare policy advocacy. *Families in Society: The Journal of Contemporary Social Services, 92*(3), 269-275.

Sanders, L., Martinez, R., Harner, M., Harner, M., Horner, P., & Delva, J. (2013). Grassroots responsiveness to human rights abuse: History of the Washtenaw Interfaith Coalition for Immigrant Rights. *Social Work, 58*(2), 117-125.

Assignments:

1) Class participation
2) Advocacy Project, Part 3a: Social Policy Change

Unit 6: Policy Advocacy: Putting your social work skills into action

Learning Objectives

- Apply foundation social work skills to advocacy work
- Apply advocacy skills to proposed policy change
- Identify the steps to successful advocacy

Readings:

Hoefer, R. (2001). Highly effective human services interest groups: Seven key practices. *Journal of Community Practice*, *9*(2), 1-13.

Jackson-Elmoore, C. (2005). Informing state policymakers: Opportunities for social workers. *Social Work*, *50*(3), 251-261.

Kleinkauf, C. (1981). A guide to giving legislative testimony. *Social Work*, *26*(4), 297-303.

Lane, S. R., & Pritzker, S. (2018). *Political social work.* Springer International Publishing. Chapter 6 (Available via Canvas; Please read p. 170 through to the end).

Noum, H. (2020). Between majority and minority: A model for understanding and promoting culturally competent policy practice in multicultural societies. *British Journal of Social Work, 50*(2), 506-524.

Rome, S. H., & Hoechstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *Journal of Sociology & Social Welfare*, *37*, 107-129.

Assignments:

1) Class participation
2) Advocacy Project, Part 3b: Advocacy Groups
3) Advocacy Project, Part 4: Testimony
4) Practice LMSW Questions
5) Policy in Real Life

Unit 7: Future Directions in Policy Practice

Learning Objectives

- Identify skills used by others in advocacy campaigns
- Discuss future directions in policy practice
- Explore international considerations for policy practice

Readings:

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2021). *Social work speaks: National Association of Social Workers policy statements.* NASW Press.

- Substance Use Disorder Treatment
- Health Care

Bowles, W, Boetto, H, Jones, P. & McKinnon, J. (2018). Is social work really greening? Exploring the place of sustainability and environment in social work codes of ethics. *International Social Work*, *61*(4), 503-517.

Kleinkauf, C. (1981). A guide to giving legislative testimony. *Social Work, 26*(4), 297-303.

Kriz, K., & Skivenes, M. (2015). Challenges for marginalized minority parents in different welfare systems: Child welfare workers' perspectives. *International Social Work, 58*(1), 75-87.

Larkin, H., Henwood, B., Fogel, S.J., Aykanian, A., Briar-Lawson, K.H., Donaldson, L.P., Herman, D., Little, S.B., Meyer-Adams, N., Padgett, D.K., Patchner, M.A., & Streeter, C.L. (2016). Responding to the grand challenge to end homelessness: The national homelessness social work initiative. *Families in Society: The Journal of Contemporary Social Services,* 97(3), 153-159.

Han, H. (2019, Dec. 16) When does activism become powerful? *The New York Times.* https://www.nytimes.com/2019/12/16/opinion/activism-power-victories.html

Padilla, Y. C., & Fong, R. (2016). Identifying grand challenges facing social work in the next decade: Maximizing social policy engagement. *Journal of Policy Practice*, *15*(3), 133-144.

Assignments:

1) Class participation
2) Advocacy Project, Part 5: Policy Brief