Program mission

Informed by Ignatian ideals, a global perspective, social work knowledge, values, skills, ethics, history and purpose, the Department of Social Work is dedicated to the formation of competent, effective entry level generalist social work practitioners, as social change agents committed to the well-being of self and others, engaging in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge including the mutual influence of research and social work practice.

Social Work Program Goals

1. Prepare undergraduate generalist social work practitioners grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.
3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.

1.0 Course Description

This course prepares undergraduate social work practitioners to advance client/system well-being through the advocacy approach. Focus is on applying the concepts and principles of advocacy for social and economic justice with marginalized and disenfranchised populations. Emphasis is on constructing and using ethical and professional social work frames of reference for practice and understanding the interlocking nature of race, class and gender in alleviating oppression and discrimination.

2.0 Course Materials


3.0 Professional Social Work Competencies, Practice Behaviors and Course Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Course Objectives—Students will be able to:</th>
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<tbody>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>✓ Making ethical decisions by applying standards of NASW</td>
<td>1. Apply the NASW Code of Ethics to the advocacy approach and issues generated by social and economic inequities.</td>
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<td>✓ Apply strategies of ethical reasoning to arrive at principled decision</td>
<td>2. Understand and use selected models of ethical reasoning in advocacy practice.</td>
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<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>✓ Distinguish, appraise, integrate multiple sources of knowledge, including research based knowledge and practice wisdom</td>
<td>3. Use empirical research and evidence-informed knowledge when using the advocacy approach.</td>
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<td>2.1.4 Engage diversity and difference in practice</td>
<td>✓ Recognize the extent to which a culture’s structures and values oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>4. Identify basic principles and concepts of social structure, oppression, privilege and power. 5. Explain the interlocking nature of race, gender, class. 6. Explain the complexity of institutional forces and systems negatively impacted people of color, gender, immigrants, women and gay/lesbians. 7. Recognize their own perceptions and attitudes about people of color, women, immigrants and gay/lesbian people.</td>
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<td>2.1.5 Advance human rights and social and economic justice</td>
<td>✓ Understand the forms and mechanisms of oppression and discrimination  ✓ Advocate for human rights and social and economic justice  ✓ Engage in practices that advances social and economic justice</td>
<td>8. Identify the nature and scope of power relationships in society and how it exposes oppression and discrimination in society. 9. Explain the definition of advocacy and apply a general practice framework for advocacy within the parameters of social and economic justice 10. Describe social work advocacy contexts---client, cause, legislative, administrative. 11. Apply client, cause, legislative administrative strategies to selected social problems</td>
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<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work service</td>
<td>✓ Analyze, formulate, advocate for policies that advance social well-being  ✓ Collaborate with colleagues and clients for effective policy</td>
<td>12. Apply strategies for legislative, administrative and organizational change 13. Establish a cooperative working relationship with</td>
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<tr>
<td>Action</td>
<td>Clients and colleagues for social change efforts</td>
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<td>2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities</td>
<td>14. Attend to and choose social change strategies for collective action.</td>
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<td>✓ Select appropriate intervention strategies</td>
<td>15. Describe and use techniques and strategies to resolve client and system problems</td>
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<td>✓ Help clients resolve problems</td>
<td>16. Apply negotiation, mediation and advocacy techniques for clients and client systems.</td>
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<td>✓ Negotiate, mediate, and advocate for clients</td>
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### 4.0 Course Schedule

**Aug 26**
- A. Get acquainted, over view of course, course requirements
- B. Understanding the context of injustice and oppression
- C. Constructing identities
  - Read in Ferber—Becoming a Visible Man, Gender Relations, Invention of Heterosexuality, Racial Formations, Social Class Matters, Social Construction of Disability

**Aug 31-Sept 2**
- A. Examining the intersection of race, class, gender
  - Read Ferber
    - i. Toward a New Vision, What White Supremacists Taught a Jewish Scholar About Identity, Is Capitalism Gendered and Racialized?, Theorizing Difference from Multiracial Feminism, Seeing More than Black and White

**Sep 7-9**
- A. Understanding the basis for advocacy
  - Read Schneider—Advocates in Action p. xii, Overview of Advocacy, p. 1-5,
- B. Understanding oppression and privilege
  - Read Ferber

**Sep 14-16**
- A. Making ethical decisions
  - a. Lecture—Loewenberg model

**Sep 21**
- A. Making ethical decisions in social work continued...

**Sep 23**
- A. Identifying the historical foundation for advocacy
  - Read Schneider—Chapter 1: Advocacy’s Rich and Diverse History
- B. Historical Context of injustice and oppression
  - Read Ferber—Many Americans: The Intersection of Class, Race, and Ethnic Identity, A History of Women’s Bodies
- C. Film—“A Force More Powerful—Part 1: Nashville: We Were Warriors”

**Sep 28**
- A. Defining advocacy
a. Read Schneider---Chapter 2: Advocacy: A New Definition  
B. Dynamics of Oppression, historical record continued...  
  a. Read Ferber---Rape and the War Against Native Women, Race and Criminal Justice, Gay New York, A Brief History of Working Women, From Outsider to Citizen, Race and Ethnic Relations: American and Global Perspectives

Sep 30  First Exam

Oct 5-7  
  A. Advocacy framework  
    a. Read Schneider---Part II, pp. 87-92

Oct 12-14  
  A. Examining and applying advocacy framework  
    a. Read Schneider---Chapter 3: Representation  
  B. Film—Dudley Street

Oct 19-21  
  A. Examining and applying advocacy framework continued...  
    a. Read Schneider---Chapter 4: Influence  
  B. Contemporary institutionalized oppression and privilege  
    a. Read Ferber---Doing Gender and Doing Gender Inappropriately, We are all Works in Progress, Medicalization of Racial Features

Oct 16-24---Fall Break/Recess

Oct 26-28  
  A. Advocacy approaches  
    a. Read Schneider---Chapter 5: Client Advocacy  
  B. Contemporary institutionalized oppression and privilege continued...  
    a. Read Ferber---SES, Race/Ethnicity and Health, Race, Family Values and Welfare, Driving While Black,

Nov 2-4  
  A. Advocacy approaches continued...  
    a. Continue with client advocacy approach  
  B. Contemporary institutionalized oppression and privilege continued...  
    a. Read Ferber---Sounds and Silence of Language, Media Magic: Making Class Invisible

Nov 9  Second Exam

Nov 11  
  A. Advocacy approaches continued... Cause advocacy---Lobbying for change---guest speaker Terry Werner, NASW  
    a. Read Schneider---Chapter 6  
  B. Changing the system  
    a. Read Ferber---Recognizing Resistance to Change, Feminists and Feminism, Holy War, Color Blinded America,  
  C. Recognizing Resistance to Change continued...  
    a. Read Ferber---Too Many Women in College, Man-Ifesting Gender

Nov 16-18  
  A. Advocacy approaches continued...Administrative advocacy  
    a. Read Schneider---Chapter 7: Administrative advocacy  
  B. Institutionalizing social change  
    a. Read Ferber---Uprooting Racism, Las Mujeres Invisibles, Confronting Anti-Gay Violence, Hidden Costs of Being
Nov 23 & 30
A. Advocacy approaches continued...Administrative advocacy

Dec 7 Advocacy in a global perspective---Film: “A Force More Powerful”

Dec 9 Course review

Final Exam---Tuesday December 14, 1pm—2:40pm

6.0 Course Requirements--attendance

In the event of disruption of normal classroom activities due to a H1N1 flu outbreak, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

In the event of a H1N1 outbreak, you are granted up to two (2) days of missed classes without a doctor’s note. However you must let me know when you become ill. If you miss more than two (2) classes, you must provide a doctor’s excuse. Five points are deducted from the total points for each additional absence after two absences.

7.0 Evaluation and Grading

1. There are three in-class exams worth 100 points each. Exams cover the reading material as well as lectures, presentations, films and guest speakers.

2. Paper. 100 points
   a. The objectives of the paper are to
      i. Understand the dynamics of injustice, oppression and discrimination and
      ii. Understand the multiplicity and intersectional nature of advocacy social justice advocacy focusing on helping marginalized, underserved populations.
      iii. Apply concepts, principles, strategies and techniques of advocacy to the problem
      iv. Apply ethical decision-making to a problem situation.
      v. Use empirical research and evidence-informed knowledge when using the advocacy approach
   b. Students select a marginalized, under-served or oppressed population who is experiencing some form of injustice. You are free to select domestic or global experiences.
      i. Identify the problem/form of injustice/oppression.
         a. Describe the nature and scope of the issue/injustice this population is experiencing.
         b. Describe the perceived cause of the issue/injustice.
         c. Analyze it’s component parts—in other words, how is the issue related to other societal aspects such as economics, political, social, cultural, religious, etc.?
         d. Apply the advocacy concepts, principles, theories, strategies, techniques for changing the issue. While this is a theoretical application of advocacy, I intend to evaluate your change efforts within the criteria of feasibility or do-ability.
         e. Identify ethical dimensions of your selected strategies and techniques. How will you resolve them?
         f. Identify empirical research and evidence informed knowledge of advocacy, social justice and oppression.
   c. Paper length and structure—10 pages; use APA for structure and bibliographic references.

*Paper Evaluation criteria*

93-100 points= A
An "A" paper is an outstanding piece of writing with no grammatical, punctuation, spelling and usage errors. It describes the topic sufficiently producing a high level of understanding and authority. Attention to problem/form of injustice is well-documented and the nature/scope of the issue is described in enough detail to give the reader an excellent understanding. The paper is well-analyzed relative to its component parts—relates issue to other societal aspects and their implications. Advocacy content is applied to the change effort. Suggested change effort is feasible/do-able. The paper must have an introduction, body and conclusion. Appropriate transitions between major ideas are present. An "A" paper has a minimum of six (6) outside references appropriately cited (those not part of the assigned reading). This paper is superior and achieves a high level of intellectual inquiry.

83-92 points= B

A "B" paper is still a quality paper but less than an "A" paper in that it has several grammatical, punctuation and spelling errors. This paper does not present a full picture so as not to fully understand the nature and scope of the topic. It is less developed conceptually, organizationally, and methodologically. Some analysis of component parts of the issue attended to but not fully. Some advocacy content applied—not fully developed. The feasibility of suggested change effort is questionable. The paper lacks one of the following—introduction, body, and conclusion. Uneven application of transitional phrases is present. There are less than six outside references.

73-82 points= C

A "C" paper addresses the objectives of the assignment in a clear fashion but without direction or depth. Attention to grammar, punctuation, spelling is uneven. The issue is described in general terms and does not give a full picture of its nature and scope. Analysis of the issue is elementary and one-sided. Advocacy content is applied but suggested change efforts are not viable/feasible. Transitions between ideas are missing in most respects. A "C" paper is in control of the subject but not in a comprehensive manner. Three (3) outside references are included in the narrative. Some grammar, spelling and punctuation errors are present.

63-72 points= D

Clearly this paper avoids requirements of the assignment—paper objectives are not addressed or address in a minimal fashion. It is characterized by unsubstantiated and general statements reflecting personal opinion and lacks references to bibliographic citations. Some attempt made to analyze the component parts of the issue but is very basic. Advocacy content is missing or applied incorrectly. Transitional phrases are missing. Grammar, spelling, and punctuation make the narrative difficult to read. Less than three (3) outside references are present.

Less than 63 points= F

A "F" paper has many grammatical, spelling and punctuation errors. It does not address the objectives of the assignment and minimally deals with the topic. A cogent, analytical position on the topic was not taken. Attention to analysis, application of advocacy content is missing. Outside references are absent.

Other considerations

In writing your paper, please remember that plagiarism is the purposeful use of another person’s ideas or words, without attributing those words or ideas to the other person. If you are using information you gained somewhere other than your own mind, provide the source, even if this source is your textbook. Plagiarism is very serious, and can result in the failure of the assignment or the class contingent upon the seriousness of infraction. Further, the Academic Honesty Policy described at https://www2.creighton.edu/fileadmin/user/CCAS/docs/acadhonesty.html is adhered to when a situation of academic dishonesty is identified.
Course Grading

93% and above=A  
88%-92%=B+  
83%-87%=B

78%-82%=C+  
73%-77%=C  
63%-72%=D

Below 63%=F

DISRUPTION OF NORMAL CLASSROOM ACTIVITIES

In the event of disruption of normal classroom activities due to a disease or other medical outbreak, a natural disaster, or other emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

Class cancellation policy

In the event that class is cancelled, you will be notified by me personally via email and/or the Department of Social Work Administrative Assistant.

Bibliography


