

Advocacy, Injustice, Oppression & Ethical Decision-making

SWK435

Fall 2011

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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.
2. Prepare entry level practitioners who apply ethical decision-making based on social work values, standards and ignatian ideals.
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 community and organizational change. Focus is on applying the concepts and principles of social change and 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

1. Kirst-Ashman, K. & Hull, G. Generalist Practice With Organizations and Communities, Nelson-Hall, 2012, 5th Ed.

3.0 Course Schedule----Professional Social Work Competencies, Practice Behaviors

Date/Day		Practice Behaviors: Student will be able to:	Reading, Topics, Assignments, Exercise, Activities
Sep 25		Get acquainted, overview of course	
Aug 30	2.1.1 Identify with the profession of social work	Attend to professional roles and boundaries	Read Kirst-Ashman & Hull Chapter 1 Introduction to macro social work practice-definition, range of practice, Generalist model of practice (micro, mezzo, macro), problem solving model, systems perspective, knowledge base for macro social work practice, systems (target, change agent, action, professional values and ethics, types of practice skills, working within an organization, use of supervision, macro practice roles,

	2.1.7a Apply knowledge of human behavior & social environment	Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation.	<p>PREPARE (problem. solving model) IMAGINE, history of practice with organizations and communities.</p> <p>Connecting micro and macro knowledge and skills--using both to affect macro change</p> <p>Basic micro skills, communicating in . Read Kirst-Ashman & Hull Chapter 2macro contexts, assertiveness, team building, conflict resolution, supervision</p> <p>Assertiveness lecture</p> <p>Roles in macro practice (in class exercise)</p> <p>A case example--micro, mezzo, macro dimensions. Case: Applying the generalist perspective & discussion. —(in class exercise)</p>
Sep 1	2.1.1 Identify with profession of social work	Use supervision and consultation Practice personal reflection and self-correction to assure continual professional development	<p>Conflict resolution continued...lecture</p> <p>Analyzing your style, strategies for resolving conflict.</p> <p>In class discussion</p> <p>Supervision and its rewards- in class discussion</p> <p>Connecting mezzo skills to macro practice---lecture</p> <p>Networking (definition, types, problems, roles), teams and team building (types, characteristics of effective teams), meetings (planning and conducting), parliamentary procedures, conflict management (sources of conflict, types, strategies). Read Kirst-Ashman & Hull Chapter 3 .</p> <p>Identifying your own networks</p>
Sep 6 & 8	2.1.7 2.1.7a Apply knowledge of human behavior & social environment	Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation.	<p>Organizations: basic information--lecture</p> <p>Types of organizations (social entities, goal directed, structured, boundaries), theories (classical, human relations, systems), systems and organizations (theories), management methods, total quality management (nature & scope), bureaucracies (values & social work, patterns), problems in bureaucracies. Read Kirst-Ashman & Hull Chapter 4</p>
Sep 13 & 15	2.1.9 Respond to contexts that shape practice	Provide leadership in promoting sustainable changes in service delivery and practice	<p>Getting yourself ready for change within an organization</p> <p>Organizational change (preparation, projects, programs, policy), initiating change (change agent, action system, innovation proposal, action plan), organizational process (PREPARE). Read Kirst-Ashman & Hull Chapter</p>

	<p>2.1.4 Engage diversity & difference in practice</p> <p>2.1.10 Engage assess, intervene, evaluate with individuals, families, groups, organizations & communities</p>	<p>Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>Select appropriate intervention strategies</p> <p>Initiate actions to achieve organizational goals</p> <p>Negotiate, mediate, and advocate for clients</p> <p>Recognize extent culture's structures and values may oppress, marginalize, alienate or enhance privilege and power</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations & communities</p>	<p>5</p> <p>Analyzing the organization—formal and informal structure</p> <p>Adjective exercise</p> <p>Apply PREPARE to a case.</p>
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Sep 20			Exam
Sep 22		Select appropriate intervention strategies	<p>Evaluating your personal characteristics for macro practice</p> <p>Reviewing the PREPARE process: Is the effort worth it? An analysis.</p> <p>Evaluating Personal Characteristics for Macro Practice. Handout on personal characteristics.</p> <p>Creative macro change</p>
Sep 27	2.1.10 Engage assess, intervene, evaluate with individuals,	Develop mutually agreed on intervention goals & objectives	<p>Implementing an organizational change policy</p> <p>Problem-solving model and organizational</p>

	families, groups, organizations & communities 2.1.8 Engage policy practice to promote social and economic well-being	Analyze, formulate, and advocate for policies that advance social well-being Collaborate with colleagues and clients for effective policy action	change, IMAGINE, types of agency policy changes. Read Kirst-Ashman & Hull Chapter 6 Identifying client, target and action systems--exercise Exercise Identifying Macro Client, Action, Target Systems. Applying IMAGINE to another case. Lecture on persuasion
Sep 29	2.1.4 Engage diversity & difference in practice	Recognize extent culture's structures and values may oppress, marginalize, alienate or enhance privilege and power Assess client strength & limitations	Analyzing a culturally competent organization. Student presentation--Assessing an Organization's Cultural Competence handout Apply the outline to your practicum agency. In class discussion Program development--lecture IMAGINE as an organization device for development, PERT & Gantt charts. Read Kirst-Ashman & Hull Chapter 7 Creative Projects case
Oct 4	2.1.7 Apply knowledge of human behavior & social environment 2.1.10 Engage assess, intervene, evaluate with individuals, families, groups, organizations & communities	Critique and apply knowledge to understand person and environment Collect, organize and interpret client data	Art of negotiation--a mezzo skill for organizational and community change--lecture Game Neighborhoods and communities--lecture Role of social workers (types of activities), definition of community and neighborhood (functions, types), perspectives of community (centralization, concentration, invasion, succession), community resources, community political systems, power in communities, neighborhoods (functions, types, helping networks). Read Kirst-Ashman & Hull Chapter 8 Film: Holding Ground

Oct 6	2.1.10 Engage assess, intervene, evaluate	Assess client strength & limitations	Community change and problem-solving Perspectives on the community (approaches to community change), PREPARE process (force
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	with individuals, families, groups, organizations & communities		field analysis), IMAGINE process (using social action, confrontation and conflict approaches). Read Kirst-Ashman &Hull Chapter 9. Applying the PREPARE process to a case exercise Reality Check—Force Field Analysis.
Oct 11	2.1.5 Advocate for human rights and social & economic justice	Understand the forms and mechanisms of oppression and discrimination	Human rights and social change Film: America Needs Human Rights Introduction to grantwriting
Oct 13	2.1.5 Advocate for human rights and social & economic justice	Engage in practices that advance social & economic justice	Nature and scope of Internet activism--Using the Internet for change—lecture Lecture and surfing on the net Grant writing continued...
Oct 25	2.1.7 Apply knowledge of human behavior & social environment 2.1.10 Engage assess, intervene, evaluate with individuals, families, groups, organizations & communities	Critique and apply knowledge to understand person and environment Critically analyze, monitor and evaluate interventions	Program evaluation as function of macro practice-lecture Definition, purpose, key concepts, problems and barriers, kinds of evaluation, designs, stages (presentation of data). Read Kirst-Ashman & Hull Chapter 10 Designing and Evaluation Program--exercise .
Oct 27 & Nov 1	2.1.5 Advocate for human rights and social & economic justice 2.1.1 Professional identity	Understand the forms and mechanisms of oppression and discrimination Practice personal reflection and self-correction to assure continual professional development Advocate for human rights and social economic justice	Political and social action with populations-at-risk Definition of advocacy, populations at risk, advocacy (concerns, value & limitation of, agency commitment, opportunities, principles, guidelines, tactics). Social action (Alinsky approach, concerns), legal action. Read Kirst-Ashman & Hull Chapter 11. Lecture and exercise —Using Advocacy Tactics, Scenario #1 & 2. Empowerment, legislative advocacy (factors affecting, steps). Testifying as a political advocacy skill and exercise Political advocacy—guest Terry Werner
Nov 3			

			Exam
Nov 8 & 10	<p>2.1.3 Apply critical thinking to inform and communicate professional judgments</p> <p>2.1.2 Apply ethical principles to guide professional practice</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge</p> <p>Make ethical decisions by applying NASW Code of Ethics</p> <p>Tolerate ambiguity in resolving ethical decisions</p> <p>Apply strategies of ethical reasoning to arrive at principled decisions.</p>	<p>Grantwriting continued...</p> <p>Values and ethical dilemmas in social work practice</p> <p>Personal values, NASW Code of Ethics, types of ethical issues, ethical absolutism vs relativism, addressing ethical dilemmas, ranking ethical principles (Reamer's guide, Loewenberg & Dolgoff's Ethical Principles Screen). Read Kirst-Ashman & Hull Chapter 12</p> <p>Lecture</p> <p>What would you do exercise?</p>
Nov 15	2.1.8 Engage in policy practice to promote social economic well being	Analyze, formulate, and advocate for policies that advance social well-being	<p>Using the media in promoting change and organizational management</p> <p>General guidelines for using media, media contacts, giving interviews)</p> <p>Read Kirst-Ashman & Hull Chapter 14, Lecture and exercise</p>
Nov 17	2.1.8 Engage in policy practice to promote social economic well being	Collaborate with colleagues and clients for effective policy action	Using the media to promote change...continued
Nov 22	2.1.7 Apply knowledge of human behavior and social environment	Critique & apply knowledge to understand person and environment	<p>Working with the courts</p> <p>Read Kirst-Ashman & Hull, Chapter 13</p> <p>Social work community practice in Great Britain and Germany lecture</p> <p>Basic views and programming including advocacy and political interventions</p>
Nov 29	2.1.9 Respond to contexts that shape practice	Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments and emerging trends to provide relevant	Grant writing continued...

	2.1.10 Engage assess, intervene, evaluate with individuals, families, groups, organizations & communities	services. Collect, organize, and interpret data. Develop a mutually agreed on focus of work and desired outcomes	
Dec 1	2.1.10 Engage assess, intervene, evaluate with individuals, families, groups, organizations & communities 2.1.1 Identify with the profession of social work	Help clients solve problems. Use supervision and consultation	Grant writing continued... Introduction to social work management and supervision
Dec 6			Termination Review of course and termination
Dec 8	2.1.3 Apply critical thinking to inform and communicate professional judgments	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, & communities	Jeopardy game
Dec 12			Final exam

4.0 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.

5.0 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 social change and advocacy approaches.
- 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 someplace 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.

6.0 Course Grading

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

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

Below 63%=F

7.0 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.

8.0 Bibliography

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