

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT NAME: SCHOOL OF SOCIAL WORK

COLLEGE OF: DESIGN AND SOCIAL INQUIRY

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _____ SOW _____ COURSE NUMBER 6282 _____ LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE LEGISLATIVE ADVOCACY IN SOCIAL WORK

EFFECTIVE DATE

(first term course will be offered)

CREDITS: 3

TEXTBOOK INFORMATION: CITIZENS IN ACTION: A GUIDE TO LOBBYING AND INFLUENCING GOVERNMENT BY VANCE, S.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR XX SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

THIS COURSE IS AN ELECTIVE COURSE DESIGNED TO PROVIDE STUDENTS WITH SPECIFIC SKILLS AND STRATEGIES FOR EFFECTIVE LEGISLATIVE ADVOCACY. THIS COURSE BUILDS ON COURSES RELATED TO SOCIAL POLICY AND PRACTICE WITH COMMUNITIES AND ORGANIZATIONS. LEGISLATIVE ADVOCACY IS SOMETIMES VIEWED AS MACRO SOCIAL WORK THOUGH THE PROFESSIONS RECOGNIZES THE IMPACT OF POLICY ON PRACTICE.

PREREQUISITES: MSW STUDENT

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

PHD IN SOCIAL WORK WITH AN EXPERTISE IN SOCIAL WELFARE POLICY AND THE POLITICAL PROCESS

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Political Science

_____ Dr. LeaAnne DeRigne, lderigne@fau.edu, 561-297-3047 _____
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>To access Guidelines and download this form, go to: http://www.fau.edu/graduate/facultyandstaff/programs_committee/index.php</p> <p>Written Consent—required from all departments affected.</p>
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Email this form and syllabus to diamond@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6282 Sec. 001 Call No.
Legislative Advocacy in Social Work**

Semester: Spring 2011
Start/End Date: January 12 to April 27
Instructor: Dr. LeaAnne DeRigne

Phone: 561-297-3047 (T, W, R 9-5
p.m.) 314-341-3000 (M, F)
Email: lderigne@fau.edu
Blackboard: <http://bb.fau.edu>

Classroom: SO 111
Class Times: 7:10 to 10:00 p.m.
Office Hours: Two hours before
class or by appointment
Office Location: SO 114

Web: www.fau.edu/ssw

Course Description:

According to Standard 6.04 of the NASW Code of Ethics (2008), social workers "should advocate changes in policy and legislation to improve social conditions and improve social justice." This course is designed to help students put this ethical standard into practice through the use of problem-based learning and civic engagement. Students will have an opportunity to select their own legislative priorities, conduct research, and prepare and implement a legislative advocacy plan.

The professor has applied for this course to be designated as a "Service Learning Course" so that students may register service hours to be reported on their transcripts. For further information, contact Nori Carter, Weppner Center for Civic Engagement and Service, SS 8, # 226A, 561-297-3607, ncarte10@fau.edu, <http://wise.fau.edu/CTL/ServiceLearning.php>.

Relevance to Educational Program:

This course is an elective course designed to provide students with specific skills and strategies for effective legislative advocacy. This course builds on courses related to "social policy" and "practice with communities and organizations." Although legislative advocacy is sometimes viewed as "macro" social work, the social work profession recognizes that policy affects practice, and practitioners affect policy. Accordingly, students will have the opportunity to put theory into practice by participating in face-to-face discussions with legislators, legislative aides, and other government officials – in class, in the community, and in Tallahassee for Social Work Lobby Day at the Capitol.

Educational Objectives:

Upon successful completion of this course, students will be able to:

1. Identify values, ethics, and beliefs that motivate them to pursue legislative advocacy and social justice. (Measurement: Assignments 1, 2, & Exam)
2. Analyze factors that influence legislators (or other elected officials) to implement certain types of social policies and law reform. (Measurement: Assignments 3, 4, & Exam)

3. Understand the structure of government, in order to make informed decision about which level of government, which branch of government, and which type of legislative process to engage for legislative advocacy on a particular social issue. (Measurement: Assignments 1, 2, & Exam)
4. Identify a particular social issue and develop a specific goal for legislative change to address that issue. (Measurement: Assignment 4 & Exam)
5. Research the background, affiliations, committee memberships, constituency, and views of a particular legislator in order to design an individualized plan of action for influencing that legislator (i.e., knowing one's audience). (Measurement: Assignment 4 & Exam)
6. Develop and deliver an effective WRITTEN advocacy message based on relevance, specificity, truth, positivity, and conciseness. (Measurement: Assignment 4 & Exam)
7. Develop and deliver an effective ORAL advocacy message based on relevance, specificity, truth, positivity, and conciseness. (Measurement: Assignments 3, 4 & Exam)
8. Facilitate effective advocacy meetings with legislators (setting up and implementing meetings). (Measurement: Assignments 3, 4, 5 & Exam)
9. Identify and implement techniques for building relationships with legislators, including use of follow-up, community meetings, education, and support. (Measurement: Assignments 3, 4, 5 & Exam)
10. Identify and analyze ethical issues that may arise during advocacy, including conflicts of interest, threats to integrity, client self-determination, and risks of backlash (maleficence). (Measurement: Assignments 4, 5 & Exam)

Teaching Methodologies:

Course objectives will be pursued through a combination of discussions based on course readings, videos, in-class role-plays, guest speakers, written and oral assignments, experiential exercises in the "real world," and reflections on those experiences. Students are strongly encouraged to participate in Social Work Lobby Day in Tallahassee. If a student is unable to attend Lobby Day, the student and professor will arrange for alternate assignments.

Course Assignments and Grading:

The following table lists the assignments for this course, including the points associated with each assignment. Please see the week-by-week Course Outline below for due dates.

	Percent of Grade
Assignment 1: Identifying the Foci of Advocacy	10%
Assignment 2: Selecting a Bill	10%
Assignment 3: Making Appointments with Legislators	5%
Assignment 4: Advocacy Plan and Information Sheet	25%

Assignment 5: Implementation, Reflection and Evaluation	25%
Final Exam: Online (Blackboard)	20%
Participation	<u>5%</u>

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Assignment 1: Identifying the Foci of Advocacy

This is a relatively straightforward assignment designed to help students identify which level of government and which government officials to contact for various types of social issues. For this assignment, students will download a document from the Assignments page on Blackboard and answer a series of questions. The first questions pertain to identifying the student's electoral districts, elected representatives, and government officials (according to the student's place of residence). The remaining questions will pertain to case studies. Given a particular social justice issue, students will be asked to identify which government officials that a social worker should focus upon for legislative advocacy. Students are to work on this assignment *individually*, though they may consult with the professor regarding how to search for a particular government official or electoral district. Please bring this assignment to class on the due date. **Evaluation** for this assignment will be based upon the accuracy of the answers to the questions.

Due Date: Feb 2nd. Worth 10% of grade

Assignment 2: Selecting a Bill

This assignment is designed to help students prepare for advocacy at Lobby Day. Students may work *individually or in pairs* for Assignments 2, 3, 4, and 5. Each student or pair will identify a specific bill that it wants to focus upon for this course. Students may choose whatever bills they want to focus upon, and whichever side of the bill that they want to advocate (for or against). Students are encouraged to focus on a bill that will be considered in the Spring Session of the Florida Legislature so that they can advocate on this bill during Lobby Day in Tallahassee. For students who do not wish or are unable to participate in Lobby Day, please talk to the professor early in the course in order to negotiate an alternative to participation in Lobby Day (e.g., it may be possible to participate in city or county council meetings, or public forums offered by state or federal legislators; students may have creative ideas, so feel free to suggest other alternatives; proposals for alternatives should be put into writing and submitted to the professor by March 16th). If you have done assignments for other classes on similar issues (e.g., in your policy class), email the

instructor copies of those assignments. You are permitted to build on these prior assignments for this course, but please go above and beyond the work that you have previously submitted (e.g., greater depth of analysis, or focus on a different aspect of the primary issue).

For Assignment 2, students will research and write a paper that identifies and provides background information about this bill (5 to 8 pages, double spaced, 12-point font, with scholarly references in APA format; See Template on Bb under Course Assignments). Please bring the paper to class by the due date listed below. The paper should include the following components:

Title Page: Title of Paper, Student Names and Email Addresses, Professor's Name, Date Submitted

- I. **Introduction:** Identify a bill (by title and number), as well as why it is of interest to you. If there are related bills in the House and Senate, then identify both bills. Please choose a cause that truly interests you, as you will be designing an advocacy plan and implementing it throughout this course. Describe factors that will motivate you to stay committed to your cause, even if challenges arise and some people start to question whether it is worth it. Different group members may be motivated by different factors. Write your paper in *third person* (e.g., "One of Jorge's primary inspirations for this cause is..."). You may give your group a creative organizational name (e.g., "The A Team" or "Social Workers for Mental Health Parity")
[approximately 1 page]
- II. **Assessment of the Cause:** describe the background (history) of the cause (or bill) that you will be addressing in your legislative advocacy. Provide a qualitative description of the issues or problems relevant to the cause, as well as statistics that indicate the extent and severity of the problem. Use research from scholarly sources (e.g., peer-reviewed journal articles, textbooks, reliable online sources, U.S. Census [www.census.gov]). You may also use information from an "expert" in the field (e.g., if your topic related to medical issues, you might interview a physician, or if your topic related to a legal issue, you might interview an attorney who specializes in the topic for your social action project). Using specific sections of the NASW Code of Ethics, describe how your cause is related to specific social work values or ethical principles [3 to 4 pages]
- III. **Supportive Individuals or Groups:** Identify key individuals or groups that support your legislative cause. Provide the website for each individual or group. If the individual or group does not have a website, provide the individual or group's telephone number, address, and email address. [identify 3 to 5 individuals or groups]
- IV. **References** (4 to 8 scholarly, reliable sources that you cite earlier in your paper; use APA format; include web links/URLs for your bill[s])

On the due date, students will present a oral summary of this assignment to the class (so everyone gains a sense of what each other is doing and can support one another). These oral presentations will *not* be graded.

Evaluation Criteria: (a) Identification of a specific, current bill that relates to social work

values and ethics; (b) Description of particular reasons or motivations that inspire group members to pursue this cause; (c); Selection of 4 to 8 relevant, scholarly resources to assess the social cause and underlying social work issues (d) Accurate interpretation and use of resources to assess the cause; (e) Accurate identification of individuals or groups that support the bill or cause; and (f) Proper grammar, spelling, sentence structure, and APA format.

Due Date Feb 16th. Worth 10% of grade.

Assignment 3: Making Appointments with Legislators

For this assignment, each student will make at least two appointments to meet with legislators for Lobby Day (or on another day, upon approval of the professor for any student who is not attending Lobby Day). If you are working in pairs, then each member of the pair should book 2 appointments with different legislators, so that you will have a total of 4 appointments. Initially, try to book appointments with elected officials; if you are unable to book time with them, then you may book appointments with their legislative aides. After booking your appointments, bring to class a short paper with the following information:

Title Page: Title of the Bill that is the Focus of Your Advocacy, Student Names and Email Addresses, Professor's Name, Date Submitted

1. **Contacts:** List of all the legislators that you contacted, how you contacted them (telephone, email, letter, in person), how they responded, and the dates and times of the appointments that you made. [1 to 2 pages]
2. **Choice:** For each of the legislators that you contacted, explain why you believed that it was important to meet with them regarding the bill that is the focus of your advocacy. [5 sentences to 1 page]
3. **Reflection and Evaluation:** In making your appointments, which specific skills and strategies from the Citizen's in Action book did you apply? Which skills or strategies did you employ most effectively? What challenges arose in trying to make your appointments? What lessons do you take from your experience about making appointments with legislators in the future? [1 to 2 pages]

Evaluation Criteria: (a) Ability to make at least two appointments with legislators and/or legislative aides; (b) Clarity of the description of who you contacted and how they responded; (c) Rationale for why you contacted particular legislators; (d) Critical assessment of the process of making an appointment, skills and strategies used, and lessons learned.

Due Date March 2nd. Worth 5% of grade.

Assignment 4: Advocacy Plan and Policy Brief

For this assignment, students will develop an advocacy plan that includes meeting with particular legislators and providing them with a fact sheet. Your advocacy plan could also include other creative strategies, for instance, working with media, developing a blog or website with further information for legislators (which you could cite in your policy

brief), raising public awareness and garnering their support, conducting participatory action research (which may require IRB approval), or bringing signed letters or petitions.

Bring to class by the due date in the weekly Course Outline:

Title Page: Title of the Bill that is the Focus of Your Advocacy, Student Names and Email Addresses, Professor's Name, Date Submitted

1. **Advocacy Plan:** Identify the skills and strategies that you plan to employ for your legislative advocacy, drawing from the Citizens in Action book and at least 2 other scholarly sources. Explain why you believe that those particular strategies will be most effective in persuading a legislator who might not originally agree with your position. Identify at least two challenges that you believe may arise during the course of meeting with legislators/aides, and how you could address those challenges [2 to 3 pages]
2. **Fact Sheet:** Develop an information sheet that you plan to hand out to legislators/aides when you meet them. The sheet should contain the name of the bill(s), a summary of the legislative issue, relevant background information (including any budgetary impact), your rationale for why the legislator should support passage or rejection of the bill (as per your position), 2 to 5 scholarly references for further information, and your names and contact information. [1 or 2 pages total]

Evaluation Criteria: (a) Clarity and logic of the advocacy plan; (b) Use of scholarly readings to support the advocacy plan; (c) Creativity and effort of the advocacy plan; (d) Clarity, conciseness, and accuracy of the information in the fact sheet; (e) Use of relevant, persuasive references and arguments for the fact sheet; (f) Creativity and professional presentation of the fact sheet (including professional, nonjudgmental language).

Due Date March 16th. Worth 25% of grade.

Assignment 5: Implementation, Reflection, and Evaluation

For this assignment you will develop a paper that describes how you implemented your advocacy plan, including reflection on what worked well, what challenges arose, and how you could improve upon your advocacy for the future. Your paper should include:

Title Page: Title of the Bill that is the Focus of Your Advocacy, Student Names and Email Addresses, Professor's Name, Date Submitted

1. **Introduction:** Provide a brief overview of how you implemented your legislative plan, including who you met, for how long, and what you hoped to accomplish [1 to 2 paragraphs]
2. **What Worked Well:** Identify specific skills and strategies from your advocacy plan that you implemented effectively. Provide 2 or 3 "verbatim examples" of some of the lines that you used that were particularly educational or persuasive. Also provide examples of challenges that arose, for instance, questions or comments that you were not expecting and how you responded to them. [1 to 3 pages]
3. **Lessons Learned:** Identify advocacy skills or strategies that you had difficulty implementing and analyze why they did not work so well (refer back to the textbook

- or other readings that informed your original advocacy plan). Describe what you would do differently in the future to address these concerns. [1 to 3 pages]
4. **Ethical Issue** Identify an ethical issue that arose during the course of your legislative advocacy experience. Analyze the issue using the NASW Code of Ethics and the model for managing ethical issues that presented in class. [1 to 2 pages]
 5. **Organizational Involvement/Leadership:** Describe the process of assisting in the organization and planning of the trip to Advocacy Day. You are expected to be at the SWEAT meetings once a month and to take an active role in implementing the trip. Explain how you were involved. What are the strengths and weaknesses of the logistics of this trip? How can it be better planned in 2012? [1 to 2 pages]
 6. **References** (APA format)

Evaluation Criteria: (a) Clear, concise overview of implementing the legislative plan; (b) Level of insight and reflection on what worked well and lessons learned; (c) Accurate examples of advocacy skills and strategies that were employed; (d) Analysis of ethical issue, including accurate application of relevant ethical principles and standards; (e) Level of insight and reflection on the mentoring process, strengths, and learning needs
Due Date April 20th. Worth 25% of grade.

Final Exam

The final exam will consist of an open-book, online test using Blackboard (under Course Assignments). You will have 40 minutes to complete 20 multiple-choice questions based upon Chapters 1 to 12 of the Citizens in Action textbook. Please try the "Practice Quiz" before doing the final exam to ensure that you are comfortable with the format of the exam and have a good Internet connection (also, ensure that you are using a web browser that is supported by Blackboard, as described on the home page of Bb).

Due Date: To be completed before April 30th. Worth 20% of grade.

Participation

Evaluation for participation will be based upon your class attendance, punctual arrival at the beginning of class and at break, coming to class prepared with the readings, engaging in class discussions, asking relevant questions, willing involvement in class role plays, participation in the Lobby Day committee, and demonstrating respect for others in the class (e.g., using nonjudgmental language, active listening, and not dominating discussion). All students from this class should commit time to attending Lobby Day meetings and trainings. Student must commit to at least one committee or task of the Lobby Day committee, for instance, fundraising, mentoring, training, logistics, creative advocacy strategy, or media relations. Students will be asked to describe their contributions to the Lobby Day committee during our final regular class.

Worth 5% of grade.

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social

work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback*

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

Policy on Use of Computers and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

Cell Phone Usage

Cell phone usage including phone calls, texting, checking email, etc is not allowed in class. Please reserve these activities for breaks. I ask that cell phones be kept packed away. If caught using your cell phone there is a three strike rule. The first time you will be reminded of the no-usage policy. The second time you will be asked to place your cell phone on the instructor podium for the duration of class. The third time you will be asked to leave class for that day. Cell phone etiquette is an issue of professionalism that needs to be taught and learned. Your participation grade will be reduced each time you use your cell phone.

Textbooks:

The required textbooks required for this course is:

- Vance, S. (2009). *Citizens in action: A guide to lobbying and influencing government*. Bethesda, MD: The Original US Congress Handbook.
http://www.columbiabooks.com/ProductDetail/the-19-0-28/Citizens_In_Action

This book is available at the campus bookstore or online from www.Amazon.com, etc.

Students will also be expected to read local newspapers. Examples of local newspapers include the Palm Beach Post, The Sun-Sentinel, The Miami Herald among others. Please bring newspaper articles on state policy issues to class with you each week as there will be time to discuss them.

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://bb.fau.edu> for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU. Computing Services (IRM) suggests that you do not forward your FAU mail to your personal email account, as many internet service providers block this mail as if it were junk mail. If you are experiencing problems logging onto MyFAU or Blackboard, you may contact the help desk at 561.297.3999.

Course Outline and Reading Assignments:

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them. CIA refers to the chapters in the "Citizens in Action" textbook. Other readings are available on Blackboard under "Course Documents" (there are separate folders for required and recommended readings).

<i>Class</i>	<i>Topics</i>	<i>Readings / Due Dates for Assignments</i>	<i>Objectives Covered</i>
Week 1 January 12	<ul style="list-style-type: none"> • Introduction, Course Overview • DVD: "Making a Difference" • Academic Service Learning Waiver 	<ul style="list-style-type: none"> • NASW Advocacy web page http://www.socialworkers.org/advocacy/default.asp • Influencing State Policy: http://statepolicy.org/Resources/Resources.html • Academic Service Learning Waiver (on Bb) 	<ul style="list-style-type: none"> • 1, 2
Week 2 January 19	<ul style="list-style-type: none"> • Why Advocate? • Factors of Influence • Review of American Government: which issues for which level and branch? • Who are your elected officials? (this will prepare you for Assignment 1) 	<ul style="list-style-type: none"> • CIA 1, 2, 3 • Voter Information www.vote-smart.org • White House www.whitehouse.gov • Library of Congress Site: http://thomas.loc.gov. Use this site to get the most current status of federal bills and enacted legislation. • US Senate www.senate.gov • Florida Legislature- provides legislative information on current and past legislative proposals. http://www.leg.state.fl.us • Florida Senate www.flsenate.gov search bills on the lower left side of webpage by number or text • Florida House www.myfloridahouse.gov search bills on the lower left side of webpage by number or text • Also, check county or city websites if you plan to conduct advocacy at one of these levels. 	<ul style="list-style-type: none"> • 1, 3
Saturday Jan. 22nd	<ul style="list-style-type: none"> • First Lobby Day Meeting of the Semester 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 1, 2, 3
Week 3 January 26	<ul style="list-style-type: none"> • Lobby Day Committee tasks 	<ul style="list-style-type: none"> • CIA 4, 5, 6 • 	<ul style="list-style-type: none"> • 1, 4

Rep. Skidmore 8:45	<ul style="list-style-type: none"> Identifying a bill to focus upon Knowing what you want: Advocacy goals Figuring out your Audience Who's who? Guest: Legislator / Legislative Assistant 		
Week 4 February 2	<ul style="list-style-type: none"> Developing your message Delivering your message Effective meetings 	<ul style="list-style-type: none"> CIA 7, 8, 9 Due: Assignment 1: Identifying Foci of Advocacy 	<ul style="list-style-type: none"> 3, 4, 5
Week 5 February 9	<ul style="list-style-type: none"> Effective written correspondence Effective phone calls Following up Guest: Legislator / Legislative Assistant 	<ul style="list-style-type: none"> CIA 10, 11, 12 	<ul style="list-style-type: none"> 4, 6, 8
Week 6 February 16	<ul style="list-style-type: none"> Media Guest from Journalism 	<ul style="list-style-type: none"> Due: Assignment 2: Selecting a Bill Chandler, S. K. (2009). Working hard, living poor: Social work and the movement for livable wages. <i>Journal of Community Practice</i>, 17(1/2), 170-183. (on Bb) 	<ul style="list-style-type: none"> 5, 6, 7
Week 7 February 23 Rep. Brandenburg 7:10 p.m.	<ul style="list-style-type: none"> Involving Clients/Public Participatory Action Research 	<ul style="list-style-type: none"> Barbera, R. A. (2008). Relationships and the research process: Participatory action research and social work. <i>Journal of Progressive Human Services</i>, 19(2), 140-159. (on Bb) Recommended: Silverman, R. M., Taylor, H. L., & Crawford, C. (2008). The role of citizen participation and action research principles in Main Street revitalization. <i>Action Research</i>, 6 (1), 69-93. (on Bb) 	<ul style="list-style-type: none"> 1, 4, 7
Week 8 March 2	<ul style="list-style-type: none"> Ethical issues in legislative advocacy 	<ul style="list-style-type: none"> Framework for Managing Ethical Issues (on Bb) Cases on Ethics in Legislative Advocacy (on Bb and to be handed out in class) NASW Code of Ethics (bring a copy to class – available from www.naswdc.org under "Quick Links" or in some practice 	<ul style="list-style-type: none"> 1, 10

		textbooks) <ul style="list-style-type: none"> • Due: Assignment 3: Appointments document to Professor in class 	
March 8	<ul style="list-style-type: none"> • 2011 Florida Legislative Session begins 	<ul style="list-style-type: none"> • Newspaper reading should move into full swing as legislators begin action on bills 	<ul style="list-style-type: none"> • 6, 7, 8
<i>March 9– No Class</i>	<i>Spring Break</i>		
Week 9 March 16 Dr. Neil Santaniello (journalism professor)	<ul style="list-style-type: none"> • Student Presentations (informal, 5 minutes each) – Advocacy Plan and Fact Sheet • Role-Plays – Delivering A Message 	<ul style="list-style-type: none"> • Due: Assignment 4: Advocacy Plan and Fact Sheet (bring copies to distribute to class) 	<ul style="list-style-type: none"> • 6, 7, 8
Week 10 March 23 7 p.m. Beth Kigel, Lobbyist 7:10	<ul style="list-style-type: none"> • Creativity: Planning creative ways to advocate 	<ul style="list-style-type: none"> • No new readings – think art, music, spirituality, dance, media, social marketing 	1
Week 11 March 30 – Queen Brown, New Times – (305) 896-5890 7 p.m.	<ul style="list-style-type: none"> • Training/Coaching others to advocate effectively 	<ul style="list-style-type: none"> • Tappe, M. K., Galer-Unti, R. A., & Radius, S. M. (2009). Incorporating advocacy training in professional preparation programs. <i>American Journal of Health Studies</i>, 24(1), 257-265. 	<ul style="list-style-type: none"> • 9
Week 12 April 4 and 5 (Monday and Tuesday – no class on April 6)	Lobby Days in Tallahassee – if a student cannot attend Lobby Days, the student should talk to Dr. DeRigne (by March 16) about an alternate assignment.	<ul style="list-style-type: none"> • No new readings • Bring: Your talking points, Advocacy brief to hand out to legislators/aides, List of appointments, Positive attitude and spirit (dress in professional or business attire) 	<ul style="list-style-type: none"> • 6, 7, 8
Week 13 April 13	<ul style="list-style-type: none"> • Evaluation and Follow-Up from Lobby Days • Student Presentations – Lessons Learned • Describe contributions to Lobby Day Committee 	<ul style="list-style-type: none"> • No new readings • Write thank you letters or other follow up correspondence to your legislators/aides 	<ul style="list-style-type: none"> • 9

Week 14 April 20	No Class due to Lobby Day Experience	<ul style="list-style-type: none"> • Due: Reflection and Evaluation Paper (due by 7 pm in Professor's mailbox or via email) 	<ul style="list-style-type: none"> • 8
Week 15 April 27	No Class due to Lobby Day Experience		
Exam Week	Online Final Exam – see Blackboard	<ul style="list-style-type: none"> • Due: Final exam – any time before Saturday, April 30 at 10 p.m. 	<ul style="list-style-type: none"> • 1-10
May 6	Florida Legislature Adjourns		

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

American Public Health Association. (1999). *APHA advocates' handbook: A guide for effective public health advocacy*. Washington, DC: Author. (Library RA440.5 .A55 1999)

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Bomer, R., & Bomer, K. (2001). *For a better world: Reading and writing*. Portsmouth, NH: Heinemann. (Library LB1576 .B516 2001)

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Global Exchange. (n.d.). Available: <http://www.globalexchange.org>. [international human rights organization]

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* Schmidt, L. (2009). Stirring justice. *Educational Leadership*, 66(8), 32-36.

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* Spence, R., & McLeod, J. (2002). Building the road as we walk it: Peacebuilding as principled and revolutionary nonviolent praxis. *Social Alternatives*, 21(2), 61-64.

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Weppner Center for Civic Engagement and Service (Volunteer Opportunities) (n.d.). Retrieved from <http://www.fauvolunteer.org>. (You may also register for service hours to show up on your transcripts)

Whistle blowing – taking action - <http://www.whistleblower.org/template/index.cfm>

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf . The grade review procedures, which were once included in the old Honor Code, are now in a separate University Regulation (4.002) and can be found at: http://wise.fau.edu/regulations/chapter4/4.002_Student_Academic_Grievance_Procedures_for_Grade_Reviews.pdf

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual32706.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.