

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**Advanced Community Practice I  
SWK 6033  
Office Hours: T/Th 10-11am or by Appt.**

**Fall 2024  
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**COURSE DESCRIPTION**

Advanced Community Practice I is a second year practice course designed to educate students for social work practice with competence in macro and community practice. It builds upon the knowledge and skills acquired in foundation courses. Students will learn to integrate social justice and other core social work values into their practice via macro methods such as voter engagement, policy advocacy, community organizing, and the planning and implementation of community interventions.

Within the Community Practice Specialization, WSSW students gain skills, knowledge, and an understanding of community social work practice within the context of diverse communities. With emphasis on vulnerable and oppressed populations, students learn to practice across a continuum of human relationships and behaviors existing in small and large systems such as groups, organizations, communities and societies. Students learn to integrate social justice and other core values into social policy, social action, administration, grants writing, and organizing.

The course is integrated with practicum learning through on-line and in-class activities. Students will be placed in a variety of community settings with differing populations and will bring those experiences into their classroom discussions and coursework.

**SOCIAL WORK COMPETENCIES**

No specific competencies are measured in this course, but the course will help students continue to work toward achieving the following competencies:

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current

contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **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:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. 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 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, 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:

- a. 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
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## **LEARNING OBJECTIVES**

At the end of the semester, students who successfully complete this course will be able to:

1. Analyze and demonstrate concepts of ethical and value-based community practice;
2. Use a range of social work skills to engage individuals, organizations, and communities in community practice;
3. Develop and implement voter engagement as a model of community interventions;
4. Develop SMART goals to guide community interventions;
5. Apply theory to community interventions;

6. Critique historical systems that disadvantage vulnerable groups through systemic oppression;
7. Reflect on the history of community practice within social work;
8. Develop methods for collaboration within community practice;
9. Assess the use of power within their own community practice; and
10. Competently manage conflict within their practice

**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 community practice and student experiences in the field. 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.

**COURSE EXPECTATIONS AND GRADING**

Students are expected to complete the assignments described below. Rubrics are provided for class engagement and written assignments, and more detail about all assignments can be found in Canvas.

Each assignment will be due as described below. More details can be found in Canvas.

| <b>Assignment</b>                               | <b>Session Due</b> | <b>Value</b> |
|---|--------------------|--------------|
| <b>Class Engagement</b>                         | 1-14               | 250          |
| <b>Voter Engagement Proposal</b>                | 2                  | 50           |
| <b>Voter Engagement Plan</b>                    | 3                  | 100          |
| <b>Voter Engagement Reflection</b>              | 9                  | 200          |
| <b>Community Intervention Plan Proposal</b>     | 10                 | 50           |
| <b>Community Intervention Plan Presentation</b> | 12-13              | 150          |
| <b>Community Intervention Plan Powerpoint</b>   | 13                 | 200          |
| <b>Total</b>                                    |                    | 1,000        |

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 participation 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. Please consult the class engagement rubric at the end of this syllabus for more information.

### **Voter Engagement Project**

Throughout the first half of the semester, students will develop and implement their first community practice project: a nonpartisan voter engagement project. Students will first consult with their practicum agencies to determine whether existing voter engagement is ongoing and whether their project can take place within the agency. If that is not possible, students will work with the course instructor to develop an alternative location for their voter engagement project. The project will be done in several phases, described in Unit 2 of the Canvas site.

### **Community Intervention Plan**

Students will develop a plan for intervention within the community served by their field placement and share the beginnings of the plan to the professor via a proposal, and to their classmates via a presentation at the end of the semester. The powerpoint slides for this presentation will also be submitted during the end of the semester. This presentation will describe the plan and the connection to social work ethics and values. This project will continue into the spring semester.

## **COURSE REQUIREMENTS**

### **Texts for the Course**

#### ***Required:***

Lane, S.R. & Pritzker, S. (2018). [\*Political social work: Using power to create social change\*](#). Springer International.

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.

#### ***Recommended:***

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Other required readings are available as electronic reserve articles from the YU Library or via Canvas. Students are expected to complete all assigned readings on time, attend class and participate knowledgeably in class discussions.

## **EVALUATION**

Students are provided the opportunity to evaluate courses. An evaluation form pertaining to the course and instructor will be available on-line. There will also be oral discussion of students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

**OFFICE OF DISABILITIES SERVICES (ODS)** collaborates with students, faculty, and staff to provide reasonable accommodations and services to students with disabilities. 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.

More information: <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

## **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**

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is **<http://yulib002.mc.yu.edu:2262/er.php>**. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

### **ACCESSING E-RESERVES**

#### **FROM CANVAS**

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

#### **FROM CAMPUS**

1. If you wish to access e-reserves from the library home page (**[library.yu.edu](http://library.yu.edu)**),
2. Use "wurzweiler" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: **[gross@yu.edu](mailto:gross@yu.edu)** or **[ereserves@yu.edu](mailto:ereserves@yu.edu)**.

#### **FROM OFF-CAMPUS**

1. Go to the library's online resources page:  
**[http://www.yu.edu/libraries/online\\_resources.asp](http://www.yu.edu/libraries/online_resources.asp)**
2. Click on E-RES; you will be prompted for your **Off Campus Access Service login** and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: **[gross@yu.edu](mailto:gross@yu.edu)** or **[ereserves@yu.edu](mailto:ereserves@yu.edu)**.
- 5.

### **USING E-RESERVES**

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must

have Adobe Acrobat Reader software. You can download it FREE at [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

## **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:

|  |  |
|--|--|
| <a href="http://www.grammarly.com/plagiarism_checker">www.grammarly.com/plagiarism_checker</a>     | <a href="http://www.plagium.com/">www.plagium.com/</a>                         |
| <a href="http://www.dustball.com/cs/plagiarism.checker">www.dustball.com/cs/plagiarism.checker</a> | <a href="http://www.plagscan.com/seesources/">www.plagscan.com/seesources/</a> |
| <a href="http://www.plagtracker.com">www.plagtracker.com</a>                                       | <a href="http://www.duplichecker.com/">www.duplichecker.com/</a>               |

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 Fall 2024**

**Note: The course Canvas shell lists the distribution of readings and assignments within units. Look for readings and related questions for class within the “Readings” page in each unit.**

### **Unit 1: Introduction to Community Practice (Week 1)**

*Learning Objectives:*

- Identify course objectives and requirements
- Define community practice, political justice, democracy, and related terms
- Develop examples of social workers’ roles and responsibilities in community practice

*Readings:*

Syllabus

Lane & Pritzker, Chapter 1—Consider yourself asked: Introduction to political social work

Pritzker, S., & Lozano, A. (2021). [Political justice: A social work imperative](#). *Social Work*, 66(1), 70-72.

Podcast to listen to: Radiolab (2020). *60 Words*. [http://www.radiolab.org/story/60-words/Links to an external site](http://www.radiolab.org/story/60-words/Links-to-an-external-site).

### **Unit 2: Elections Administration, Voting, Political Justice, Human Rights (Weeks 2-8)**

*Learning Objectives:*

- Describe the role of social workers in nonpartisan voter engagement
- Use generalist social work skills to engage individuals, organizations, and communities in the voting process
- Summarize the theory and practice of the voting and election administration process at the local, state, and federal levels
- Apply strategies to engage voters in voter registration, education, and participating in election day
- Examine the history of voting laws in the United States through a social justice lens
- Critique the intersections of voting and systemic oppression, including voter suppression, gerrymandering, redistricting

*Readings*

#### **Week 2**

<https://votingissocialwork.org/>

Lane & Pritzker, Chapter 8 --Planning the political intervention: Voter engagement

Bryant, A. (2022). Voting: Health, the homeless, and community. *Amsterdam News*.

Podcast: <https://www.civics101podcast.org/civics-101-episodes/whyyoushouldvote>

Podcast: <https://www.civics101podcast.org/civics-101-episodes/howtovote>

### Week 3

Hill, K., Rhodes Smith, T., Lane, S.R., & Shannon, S. (2020). [Giving a voice to those with felony convictions: A call to action](#). [Commentary] *Social Work*, 65(4), 406-408. <https://doi.org/10.1093/sw/swaa036>

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>

Podcast: <https://www.civics101podcast.org/civics-101-episodes/voterfraud>

### Week 4

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.

Lane, S.R. Humphreys, N.A., Graham, E., Matthews, N. & Moriarty, J. (2007). [Voter registration: Empowering clients through agency-based voter registration](#). *Journal of Policy Practice*, 6(4), 79-94.

Podcast: [http://nonprofitsnapcast.org/2020/08/12/voter-engagement-in-nonprofits-with-katharine-hill-and-tanya-rhodes-smith/?fbclid=IwAR2sV8P4SEHZCTyJfVvI59Hf6JiavL33-pUPLTkEG8\\_jk9X\\_tzgz29Xxoyk](http://nonprofitsnapcast.org/2020/08/12/voter-engagement-in-nonprofits-with-katharine-hill-and-tanya-rhodes-smith/?fbclid=IwAR2sV8P4SEHZCTyJfVvI59Hf6JiavL33-pUPLTkEG8_jk9X_tzgz29Xxoyk)

### Week 5

Rutenberg, J. (2015, July 29). [A dream undone: Inside the 50-year campaign to roll back the Voting Rights Act. \(Link will open in new tab.\) \(Links to an external site.\)](#) *The New York Times Magazine*.

Wines, M. (2022, September 7). In voter fraud, penalties often depend on who’s voting. *New York Times*. <https://www.nytimes.com/2022/09/07/us/voter-fraud-penalties.html>

### Week 6

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.

Berman, A. (2016). There were 5-hour lines to vote in Arizona because the Supreme Court gutted the Voting Rights Act. *The Nation* <http://www.thenation.com/article/there-were-five-hour-lines-to-vote-in-arizona-because-the-supreme-court-gutted-the-voting-rights-act>

## Week 7

Stabenow video: [https://www.youtube.com/watch?v=Y4AUbI\\_47VE](https://www.youtube.com/watch?v=Y4AUbI_47VE)

Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press: "Voter Participation"

Thompson, J.J. (1994). [Social workers and politics: Beyond the Hatch Act](#). *Social Work*, 39(4), 457-465.

## Week 8

Lane, S.R., Newransky, C., Acquaye-Doyle, L., Furmanek, F., Keilty, M., Phanord, L., Quinn-Beers, J., & Roberson-Steele, J. (in press). [Social workers as poll workers: Experiences in the 2020 and 2021 elections](#).

Plummer, J. (2022). Political process and youth empowerment. *Encyclopedia of Social Work*. <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-294>

## Unit 3: Engagement, Assessment, and Planning in Community Practice (Week 9-12)

### *Learning Objectives:*

- Explore the history of community practice within the social work profession
- Develop examples of social workers' roles and responsibilities in community practice
- Define community engagement, grassroots, and community organizing
- Discuss of practice skills in engagement, assessment, and planning applied to community and macro practice
- Develop methods for collaborative processes of community work with local government and other community stakeholders

### *Readings:*

## Week 9

Re-read Lane & Pritzker, Chapter 8—Planning the political intervention: Voter engagement

WNYC. (2017, October 3). Who's Gerry and why is he so bad at drawing maps? <http://www.wnyc.org/story/whos-gerry-and-why-he-so-bad-drawing-maps/>

## Week 10

Lane & Pritzker, Chapter 2—Contexts for political social work practice

Barrow, F. H. (2007). [Forrester Blanchard Washington and his advocacy for African Americans in the New Deal](#). *Social Work*, 52(3) 201-208.

Shepherd, D., & Pritzker, S. (2021). Political advocacy without a choice: Highlighting African American political social workers. *Advances in Social Work*, 21(2/3), 241-258.

Podcast: <https://www.civics101podcast.org/civics-101-episodes/japaneseamericaninternment>

### **Week 11**

Lane & Pritzker, Chapter 5—Getting on the agenda

Copeland, P. (2015). [Let's get free: Social work and the movement for Black Lives](#). *Journal of Forensic Social Work*, 5(1-3), 3-19.

Gutiérrez, L. M., & Gant, L. M. (2018). [Community practice in social work: Reflections on its first century and directions for the future](#). *Social Service Review*, 92(4), 617-646.

### **Week 12**

Lane & Pritzker, Chapter 7—Planning the political intervention: Electoral campaigns

Howard, S. (2017). [Social work in the Black community: A collective response to contemporary unrest](#). *Journal of Sociology and Social Welfare*, 44(5), 81-97

Podcast: <https://www.civics101podcast.org/civics-101-episodes/twopartysystem>

## **Unit 4: Power and Structural Oppression (Week 13-14)**

*Learning Objectives:*

- Understand power and its uses within community practice
- Critique empowerment as a social work tool
- Assess power dynamics within communities and other systems
- Discuss manifestations of structural oppression
- Manage conflict with community partners and other stakeholders

*Readings:*

### **Week 13**

Lane & Pritzker, Chapter 14--Making ethical decisions in political social work.

## Week 14

Lane & Pritzker, Chapter 4--Power, empowerment, and conflict.

**ALSO, each student chooses one of the following articles**

Collins, P. H. (2015). [Intersectionality's definitional dilemmas](#). *Annual Review of Sociology*, 41, 1-20.

Jackson, S., Cadena, M., Kuti, M., Duhamel, P., & Tollestrup, K. (2017). [Creating a statewide absence policy for expecting and parenting students: A case study of community-based policy work](#). *Journal of Community Engagement and Scholarship*, 10(1), 36-43.

Pulliam, R. M., & Mott, M. (2010). [aligo speaks: Reflections on intersectional organizing](#). *Affilia*, 25(4), 444-450.

Wilson, D. B., Solomon, T. A., & McLane-Davison, D. (2020). [Ethics and racial equity in social welfare policy: Social work's response to the COVID-19 pandemic](#). *Social Work in Public Health*, 35(7), 617-632.

### CLASS ENGAGEMENT RUBRIC

|                            | <b>Advanced Competence</b><br>(A= 94-100; A- = 90-93)  | <b>High Competence</b><br>(B+ = 87-89; B= 83-86)   | <b>Fair Competence</b><br>(B-=80-82; C+ = 75-79)  | <b>Pre- Competence</b><br>(C=70-74 F<74)   |
|----------------------------|--|--|---|--|
| <b>Class Participation</b> | Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives   | Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.                   | Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.                           | Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways. |
| <b>Attendance</b>          | Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed.  | Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed.                               | Late to class semi-frequently; misses deadlines.  | Late to class frequently misses deadlines  |
| <b>Comportment</b>         | Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. | Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment | Recurring concerning comportment issues behaves in ways that are not always respectful of peers, and the learning environment | Consistent comportment concerns; is often disrespectful to peers and the learning environment      |

## WRITTEN ASSIGNMENT RUBRIC

|   | <b>Advanced Competence</b><br>(A= 94-100; A- = 90-93)  | <b>High Competence</b><br>(B+ = 87-89; B= 83-86)   | <b>Fair Competence</b><br>(B-=80-82; C+ = 75-79)   | <b>Pre- Competence</b><br>(C=70-74 F<74)   |
|---|--|--|--|--|
| <b>Intro &amp; conclusion</b>                               | The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme. | The intro clearly identifies the central theme and provides a good organizational structure. The conclusion synthesizes key points.                                  | The intro identifies the central theme though not sufficiently and does not guide the reader into the paper. The conclusion restates the same points as the intro paragraph without reframing. | The intro does not have a discernable theme and does not guide the reader into the body of the paper. The conclusion is missing, or restates the intro paragraph verbatim. |
| <b>Content &amp; depth of analysis</b>                      | Paper goes beyond the assignment exploring the topic with depth. Paper shows a strong grasp of social work principles; with clear integration of theory and practice.                    | Paper fully meets the parameters of the assignment but does not exceed them. Paper demonstrates a good integration of theory and practice but with some awkwardness. | Paper does not address some aspects of the assignment; and/or demonstrates a somewhat shaky grasp of social work principles.   | Paper does not address the assignment, and demonstrates a very basic understanding of social work principles.  |
| <b>Integration of class discussions and course readings</b> | Paper evidences course readings & discussions. Demonstrating a firm understanding of course content and readings.  | Paper shows some evidence of course readings and discussions.  | Paper shows some evidence of course readings and discussions though not clearly; with minor inaccuracies.  | Paper misrepresents class discussions and readings   |
| <b>Literature</b>   | Literature supporting central points is detailed and well-chosen. The discussion and literature are integrated with  | Literature supporting central points is well chosen, but somewhat weak. The discussion and literature  | There are minimal citations and the literature chosen is not particularly relevant. There is little connection between the   | There are few citations and the literature chosen is not relevant to the discussion  |

|                                   |   |  |  |   |
|-----------------------------------|---|--|--|---|
|                                   | some opposing views considered.   | articulate opposing viewpoints.  | discussion and the literature.   |   |
| <b>Organization &amp; Clarity</b> | Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear. | Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear. | Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous. Sentence structure confusing. | Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing. |
| <b>Mechanics</b>                  | Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.  | Minor spelling or grammatical errors. Quotes are all properly attributed and cited.  | Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.  | Paper is unacceptably sloppy. And quotes are frequently not attributed or improperly cited.   |