

## **PIER #1- Introduction and Course Unit Outline (Wed. July 31 revision)**

--Title: An Introduction to Civic Engagement for Social Work Students

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--Subject Area: Course on Social Welfare and Policies (SWK 430)

--Grade Level: Undergraduate Senior Social Work Students

---Time Frame for the Unit: Five two-hour class lessons plus a ½ Lobby Day session at the General Assembly in Hartford toward the end of the spring semester

--Brief Description of the Unit— Current social work education and emphasis by this idealistic oriented profession, focus heavily on clinical-practice activities with individuals or families rather than on policy-practice skills and activities shaping legislation. This Unit of five lessons for college-senior-level students attempts to redress that imbalance with a focus on including a policy-practice dimension of civic engagement skills for a broader definition of the field. It is important for professional social workers to view the field and their personal responsibilities as transcending limited micro-clinical practices working with individuals and their families, and accept an expanded role definition shaping a broader societal environment. Clinical worker frustration and burnout often results from facing repeated similar clinical situations in a non-supportive legislative environment. This learning Unit should stimulate a broadened self-perception by social work students as significant change agents to help the disadvantaged through policy-practice. With an emphasis on relevant macro-legislative action, social workers can link their micro-practice to relevant macro-legislative practice. Collaborative learning between social work students should result in multiplying skill, competency and effectiveness for relevant civic legislative engagement. Through student digital interaction and collaboration with other members of the class, social work students can become a more effective force for positive community and legislative change. The forms referred to and located in the Appendix were developed by this author within the assessment framework of the Council for Social Work Education (CSWE) and used by the author with his SWK 430 courses during spring 2013. New additions with recent modifications have been made from participation in the July 2013 PIER Digital Institute.

## **PIER #2- A Lists of Key Vocabulary, Concepts, Factors**

--policy-practice, clinical practice

--analysis of relevant social work policy issues

--social work code-of-ethics < [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp) ethics>

--ethical principles: *Service; Social Justice; Dignity and Worth of the Person; Importance of Human Relationships; Integrity; Competence*

*ADDITIONAL*

### *ETHICAL STANDARDS*

The National Association for Social Workers (NASW) has been responsible for defining and regularly updating the professional standards for social workers on the basis of digital input by delegates to the National Delegate Assembly and the Social Policy Institute. They also are responsible for the regularly updated NASW Code of Ethics with the latest revisions made in 2011. Social Workers professional responsibilities to the broader society are **highlights from the**

NASW SWK values and standards [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp) ethics> those particularly applicable for policy involvement, also are described in “Social Work Speaks, 9<sup>th</sup> Edition 2012-2014.”

The NASW Code of Ethics calls for social worker policy-practice involvement, as noted,

**(6.01 -Social Welfare):** “Social workers should promote the general welfare of society, from local to global levels”

**(6.04 Social and Political Action) :**“( a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice. (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups. (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people. (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.”  
[www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp) ethics>

THIS UNIT CONSISTS OF FIVE LESSONS –The topical overview of these five lessons in this Unit is the following, with related items in the Appendix included at the end of this paper.

**Lesson #1-** Understanding the Dual Roots of Social Work

Appendix 1A The Organic Unity of the Dual Roots In Social Work

Appendix 1B Historical/Social Contexts for Clinical & Policy Emphases

**Lesson #2A** Completing and Discussing Focus Sheet

Appendix 2A Focus Sheet Analysis Form for Each Chapter

**Lesson #2B** Completing and Discussing Article Pack

Appendix 2B Newspaper Article Packet Cover Sheet

**Lesson #3** Understanding Computer Usage for Legislative Information and Analysis

**Lesson #4- Using** Sequenced Analytical Models for a Stage Theory Applications

Analytical Model #1- Understanding the causative and correlation factors for explaining human behavior and considerations for relevant interventions

Analytical Model #2- Use of social work ethics values for analysis and social evaluation of a Bill

Analytical Model #3 - Oral Report Analytical Model

Analytical Model #4 - Written Report Analytical Model

**Lesson #5** Participating in Lobby Day

Appendix #5A - Rubric for Participating in Lobby Day

Appendix #5B - Lobby Day Evaluation

The Council for Social Work Education (CSWE) is the National accreditation agency which sets national standards for all university social work programs in the U.S.A. Two of their Educational Policy and Accreditation Standards (EPAS) provide the **conceptual** overview for the following five lessons of this Unit:

<b>CSWE Social Work Policy-Practice Competencies Emphasized in this Unit</b>	<b>Student Learning Outcomes</b>	<b>Learning Assignment Class Activities</b>	<b>Demonstration for Assessment of Outcomes</b>
<b>2.1.5. Advance Human Rights and Social and Economic Justice.</b>	<ul style="list-style-type: none"> <li>• understand the forms and mechanisms of oppression and discrimination</li> <li>• advocate for human rights and social and economic justice</li> <li>• engages in practices that advance social and economic justice</li> </ul>	<ul style="list-style-type: none"> <li>• weekly persistent questions for article pack</li> <li>• weekly focus sheet on each text chapter</li> <li>• presentations and reports</li> <li>• written final research reports</li> <li>• participating in one-time lobby day and lobbying for social and economic justice</li> </ul>	<ul style="list-style-type: none"> <li>• internal rubric on weekly persistent questions for article pack</li> <li>• internal rubric on weekly focus sheet On each text chapter</li> <li>• internal rubric on preliminary oral presentations and reports</li> <li>• internal rubric on written final research reports</li> <li>• internal rubric on participating in one-time lobby day and lobbying for social and economic justice</li> <li>• internal rubric for midterm exam</li> <li>• TK-20 rubric for participating in Lobby Day and lobbying for social and economic justice</li> </ul>
<b>2.1.8 Engage in Policy Practice to</b>	<ul style="list-style-type: none"> <li>• analyze, formulate, and advocate for</li> </ul>	<ul style="list-style-type: none"> <li>• weekly persistent questions for article</li> </ul>	<ul style="list-style-type: none"> <li>• internal rubric on weekly persistent</li> </ul>

<p><b>Advance Social and Economic Well-Being and to Deliver Effective Social Work Services.</b></p>	<p>policies that advance social well-being</p> <ul style="list-style-type: none"> <li>• collaborate with colleagues and clients for effective policy action</li> </ul>	<p>pack</p> <ul style="list-style-type: none"> <li>• weekly focus sheet on each text chapter</li> <li>• presentations and reports</li> <li>• written final research reports</li> <li>• participating in one-time lobby day and lobbying for social and economic justice</li> <li>• midterm exam (students collaborate in groups )</li> </ul>	<p>questions for article pack</p> <ul style="list-style-type: none"> <li>•internal rubric on weekly focus sheet On each text chapter</li> <li>•internal rubric on preliminary oral presentations and reports</li> <li>•internal rubric on written final research reports</li> <li>•internal rubric on participating in one-time lobby day and lobbying for social and economic justice -- external</li> <li>•TK-20 rubric for participating in Lobby Day and lobbying for social and economic justice</li> </ul>
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**PIER -3 – ACTIVITIES/LESSONS/PROJECT**

**LESSON #1 UNDERSTANDING THE DUAL ROOTS OF SOCIAL WORK**

**Stage 1 Desired Results (Lesson #1)**

**Common SWK Core Content Standards:**

**To provide students with opportunities to develop skills and understandings to value and actively participate in the shaping of legislation for the benefit of the disadvantaged. This would be based on the CSWE Common Core social work standards:**

[\[PDF\]](#)

[Educational Policy and Accreditation Standards - Council on Social...](#)

[www.cswe.org/File.aspx?id=13780](http://www.cswe.org/File.aspx?id=13780)

2.1.2 Apply social work ethical principles to guide professional practice.

2.1.3 Apply critical thinking to inform and communicate professional judgments.

2.1.4 Engage diversity and difference in practice

2.1.5 Advance human rights and social and economic justice

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**\*Understanding(S) Goals (Lesson #1)**

Students will understand that

**Essential Question(s) Related to Theme(s)**

(Lesson #1)–

<ul style="list-style-type: none"> <li>• The profession of social work includes the policy-practice of shaping the legislation context as well as clinical work</li> <li>• It is important to develop the skills and competencies to understand the legislative process and to participate in policy-shaping for the benefit of the disadvantaged</li> <li>•An effective social work practitioner should include capabilities of policy-practice and shaping of a legislative context for positive clinical work <ul style="list-style-type: none"> <li>• The importance of policy-practice in addition to traditional clinical practice in the contribution to be made by social work</li> </ul> </li> <li>•Historical and social contexts have shaped the particular emphasis of social work at a particular time</li> <li>•A social worker should be aware of the contemporary socio-historical context to shape future actions and legislation</li> <li>•Social workers should follow and lobby on the basis of relevance for social work values</li> </ul>	<p><b>as a teacher:</b></p> <ul style="list-style-type: none"> <li>•What understandings and skills are should be taught for effective legislative engagement by social work students?</li> <li>•How can traditional predisposition of clinical social workers be made more meaningful through linking with encompassing legislative issues?</li> <li>•How can digital communication be effectively used by social work students to interact and form supportive social communities for policy-practice and lobbying for social valued legislation?</li> </ul> <p><b>As a student:</b></p> <ul style="list-style-type: none"> <li>• How do historical periods influence the shape the resulting emphasis of SWK on clinical or policy-practice?</li> <li>• What changes in our contemporary society are shaping the current emphasis in social work?</li> <li>•How does this shaping affect your role as a social worker?</li> <li>•What are the two essential components of social work practice?</li> <li>•What is the importance of each of these components for effective holistic practice?</li> </ul>
<p><b>Student Objectives(outcomes)</b></p> <ul style="list-style-type: none"> <li>•To apply social work ethical principles to guide professional practice;</li> <li>•To apply critical thinking to inform and communicate professional judgments;</li> <li>•To understand the value of two components of the social work field, clinical-practice and policy –practice, as synergistically connected part of social work practice ;</li> <li>•To understand that the historical time period shapes the particular emphasis and dominant definition of social work for that period of time;</li> <li>•To develop skills , competencies and practices by social work students for effective and interactive civic engagement ;</li> <li>•To interact with other students on defining and working on Blackboard and Edmodo for advancing relevant social work legislative issues.</li> </ul>	
<p><b>Stage 2- Assessment Evidence (Lesson #1)</b></p>	
<p><b>Performance Tasks (Lesson #1)</b></p> <ul style="list-style-type: none"> <li>•To respond to the questions on Blackboard and share with other students</li> <li>•To discuss the way policy practice can contribute to the improvement of clinical practice and increase relevance for consumers in the student internship.</li> <li>•To delineate two significant historical-time-periods, and discuss why policy practice was</li> </ul>	<p><b>OTHER EVIDENCE (Lesson #1)</b></p> <ul style="list-style-type: none"> <li>•Class discussion of text material</li> <li>•Reactions to other students responses on Blackboard</li> </ul> <p><b>Exam Q#2 (Refer to Appendix #6 )</b></p> <ul style="list-style-type: none"> <li>•In what way can policy practice contribute to the improvement of clinical practice and relevance for the consumers in your internship?</li> </ul>

particularly significant in social work during those historical periods.	
<b>Stage 3 –Learning Plan (Lesson #1)</b>	
<b>learning activities</b> <ul style="list-style-type: none"> <li>• Faculty member will refer to the two questions for class discussion and for Blackboard interaction</li> <li>• Students will refer to their internships and how both clinical and policy dimensions of social work are of significant for the value</li> <li>• instructor will distribute copies of “dual roots” (see appendix 1A) and place this on Blackboard</li> <li>• students will react to distributed document in class and on Blackboard</li> <li>• instructor will distribute in class and post on Blackboard the document , “historical/social contexts” (see appendix 1B)</li> <li>• students will react to distributed document in class and on Blackboard</li> </ul>	
<b>Resource List/ Bibliography (include full titles, authors, and URL with dates accessed) (Lesson #1)</b>	
<p><b>Council for Social Work Education.( 2008) Commission on Accreditation Policy and Accreditation Standards <a href="http://www.cswe.org/Accreditation.aspx">www.cswe.org/Accreditation.aspx</a> accessed 7/24/13</b></p> <p><b>National Association for Social Workers. (2012). <i>Social Work Speaks</i>. Washington D.C., NASW Press</b></p> <p><b>Stambler, Moses. (July-September, 2013). Social Work Policy –Practice- See Something, Say Something, and <u>Do</u> Something. <i>Connections NASW/CT National Association of Social Workers</i>. p. 7</b>  <a href="http://www.naswct.org/">www.naswct.org/</a></p>	
<b>How Are You Going to Use This Unit? (Lesson #1)</b>	
<ul style="list-style-type: none"> <li>•This lesson has served and will serve as the introductory conceptual model for students to identify both dimensions of social work in class discussions and on Blackboard</li> <li>•This lesson has served and will serve as the basis for student positive identification with policy practice</li> </ul>	
Refer to Appendix 1A (Lesson #1) for document, “The Organic Unity of the Dual Roots in the Social Work Profession”	
Refer to Appendix 1B (Lesson #1) for document, “Historical/Social Contexts for Clinical & Policy Emphases”	
<b>LESSON #2A: INTEGRATION OF READINGS AND FOCUS SHEET FOR THIS UNIT</b>	
<b>Stage 1- Desired Results (Lesson #2A)</b>	
Core CSWE Social Work Standards; 2.1.3 Apply critical thinking to inform and communicate professional judgments. 2.1.4 Engage diversity and difference in practice	
<b>Understanding(S) Goals(Lesson #2A)</b> For the Teacher :	<b>Essential Question(S ) Related to Theme(S)</b> <b>Lesson #2A (Refer to Appendix 2-A Focus</b>

<ul style="list-style-type: none"> <li>•An essential goal is to insure that students have read the chapter assigned for the class session, and are prepared for class discussion and interaction in groups of key ideas in EDMODO groups and on Blackboard.</li> </ul> <p>For the Student:</p> <ul style="list-style-type: none"> <li>• to consider and evaluate a significant and relevant quotation from the author</li> <li>• to refer to events in student’s personal life experience and relate to text insight</li> <li>• to share student self-understanding with the self understanding of other students</li> </ul>	<p><b>Sheet Format )</b></p> <ul style="list-style-type: none"> <li>• What quotations have you selected, followed by the page number, of a significant idea/phrase/sentence on advocacy from this chapter?</li> <li>•What is the relevance of the quotation idea for understanding a social worker advocacy role?</li> <li>•What is a second significant quotation of relevance which you have selected from this chapter?</li> <li>•What is the relevance of this second idea for understanding a social worker advocacy role?</li> <li>• Which quotation submitted by another student do you think represents another key idea from this chapter? Explain your reason for choice?</li> <li>• What personal life experiences can you share which have shaped your selection of these quotations?</li> </ul>
<p><b>*STUDENT OBJECTIVES (OUTCOMES) (Lesson #2A)</b></p> <ul style="list-style-type: none"> <li>•Student will be able to discuss in class and react on Blackboard in conjunction with students to the key ideas from text chapter</li> <li>•Student will be able to relate experiences from their own lives to social work concepts and objectives</li> <li>•Student will provide suitable responses to rubric #2A in the Appendix</li> </ul>	
<p><b>Stage 2- Assessment Evidence (Lesson #2A)</b></p>	
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>•Students will apply learning in class discussions and on Blackboard</li> <li>•Students will submit a hard copy Focus Sheet to the instructor for each chapter read , and submit a packet of Focus Sheets at the end of the semester</li> <li>•Students will be participate in class discussion</li> <li>•Student will make a selection of relevant quotation/ideas from chapter on the advocacy role of the social worker</li> </ul>	<p><b>Other Evidence (Refer Index rubric 2-A)</b></p> <ul style="list-style-type: none"> <li>.1 selection of relevant quotation/ideas from chapter quote on advocacy</li> <li>2.1.4 recognize oppression</li> <li>.2 understand the relevance of ideas for social worker advocacy role</li> <li>2.1.4 engage diversity</li> <li>2.1.5 advance human rights</li> <li>.3 understand the relevance of social change process for the social worker advocacy role</li> <li>2.1.4 engage diversity</li> <li>2.1.5 advance human rights</li> <li>.4 relate personal opinions &amp; experiences</li> </ul>

	shaping views on relevance of this chapter's advocacy 2.1.1 practice personal reflection 2.1.4 gain self-awareness 2.1.5 understand discrimination
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**STAGE 3-LEARNING PLANS (Lesson #2A)**

**LEARNING ACTIVITIES**

- students will engage in interactive discussion of responses to “focus sheet” in class and on Blackboard
- students will react to different perspectives on the importance of social work

**RESOURCE LIST /BIBLIOGRAPHY (Lesson #2A)**

**• TEXT USED IN CLASS**  
 Cummins, Linda, & Byers, Katharine, & Pedrick, Laura. (2011- updated edition). *Policy practices for social workers: New strategies for a new era*. Boston: Allyn and Bacon (ISBN-13: 978-0-205-02244-1; ISBN-10: 0-205-02244-8)

**•SUPPLEMENTAL RESOURCE BOOK USED IN CLASS**  
 Programs that Help People in Connecticut -2012-2014. All students are requested ASAP to request a copy of “Programs that Help People in Connecticut, 2010-2012 edition” from Community Relations; Northeast Utilities System; P.O .Box 70; Hartford, CT. 06101-8641 or phone their Community Relations Dept. (1-800-286-5000)

**How Are You Going to Use this Lesson (Lesson #2A)**

This basic lesson has been used in SWK 430 in 2011, 2012, 2013 and now includes insights and revisions based on my participation in the July 2013 PIER program, “Global Youth in the Digital Age.” This course proposal will be further updated before my forthcoming adjunct teaching assignment in spring 2014.

**LESSON #2B: ARTICLE PACK**

ARTICLE IN ARTICLE PACK (TOTAL PACK DUE W#12) (Lesson #2B)

**•Policy issues in the News-** Part of each class session will be devoted to “policy issues in the news.” When available, bring one timely policy related item to share with other class members. Please bring in a copy of the news article for possible overhead projection. Instructor will determine how many news topics we can cover each week.

•A one page article is required for inclusion in the student’s article pack. This should come from a newspaper or from a popular journal published during the spring semester related to the weekly topic reading and/or the issue of political or social change. Article should be stapled to the text readings list for the assigned week. On the adjoining sheet listing the persistent questions, relate the article selected to any ideas or topics developed for the week’s reading assignment. The entire article pack (articles, plus the summary/persistent question sheets) is due as part of the portfolio on W#12.

• Articles selected for the article pack should be from newspapers, or popular journals published during the spring 2014 semester, which are related to the weekly topic and/or the issue of political or social change. Articles should be stapled to the page listing readings for the assigned week. On the adjoining sheet of persistent questions, relate the article selected to any ideas or



topics developed for the week’s reading assignment. The entire article pack (articles plus summary/persistent question sheets) is due as part of the portfolio on W#12

**Stage 1- Desired Results (Lesson #2B)**

**CSWE SOCIAL WORK STANDARDS;**

- 2.1.2 Apply social work ethical principles to guide professional practice;
- 2.1.3. Apply critical thinking to inform and communicate professional judgments;
- 2.1.4 Engage diversity and difference in practice.

**UNDERSTANDING(S) GOALS (Lesson #2B)**

- to understand that the relationship of current news events with social work topics
  - students will understand that social and historical events can have relevance as illustrations for social work issues and concepts
- where applicable, students will relate historical events and situations to legislative issues being discussed in the General Assembly and being reported on ct-n Capitol Report
- students will become engaged in newsworthy social issues and gain a better understanding of inequity, social and economic exploitation and other issues of relevance for social workers
- students will be better able to relate their own lives an that of their clients to broader social issues and concerns and to a world of legislative issues and force-fields

**Essential question(s ) related to the theme(s) (These persistent questions are listed on Appendix 2B, News Article Analysis Format and Comments)**

- title, date, & source of the article?
- relevance of the selected article for this week’s topic?
- summary of welfare policy/practice issue(s) involved?
- comment on appropriateness of policy/practice for this situation?
- your suggestions, if any, for more appropriate practice/policy for this situation?
- your life experiences shaping your perspective of this issue and proposed policy/practices?
- the relevance of selecting the article related to this chapter?
- the relevance of placing a copy of this article on Blackboard and discussing the reason for your choice with other students?

**STUDENT OBJECTIVES (OUTCOMES) (Lesson #2B)**

- able to relate their academic learning with developments in the real world
- able to understand the conceptual linkage between otherwise fragmented events
- able to connect experiences in their own lives to social work concepts and topics
- able to react to views of other students
- to become more conscious and aware of the social and historical events are shaping social work
- to develop greater sensitivity to the way in which social events influence policy-practice and legislative areas
- to become more sensitized to the types of pressures and problems their clients are facing

**Stage 2- Assessment Evidence (Lesson #2B)**

- students will be able to discuss in class and on Blackboard the social work relevance of historical events
- students will make connections between developments in society with intellectual concepts dealt with in the social work course

**Other Evidence**

Where applicable, the student will complete the article inquiry sheet and bring to class with answers to the following:

- .1 Title, Date, & Source of the Article
- .2 Relevance of the Selected Article for This

<ul style="list-style-type: none"> <li>• students will become aware of developing social change processes and how these can shape the existential human condition</li> <li>• students will develop ability to relate current sociological issues to contemporary legislative and social work concerns</li> </ul>	<p>Week's Topic</p> <p>2.1.3 integrate multiple sources(.1)  2.1.4 engage diversity(.1; .2; .3)  2.1.5 advance rights (.1; .2)</p> <p>.3 Summary of Welfare Policy/Advocacy Issue(S) Involved  2.1.3 integrate multiple sources (.1)  2.1.4 engage diversity (.1; .3)  2.1.5 advance rights (.1)</p> <p>.4 Comments on the Appropriateness of the Policy / Advocacy Response to this Issue  2.1.4engage diversity(.1; .2; .3)  2.1.5 advance rights (.1; .2; .3)  2.1.8engage in policy practice</p> <p>.5 Your Suggestions, if any, for More Appropriate Practice/Policy with the Issue  2.1.2 ethics (.2)  2.1.4 integrate multiple sources(.1)  2.1.5 advance rights (.1; .2; .3 )  2.1.8 engage in policy practice</p> <p>.6 Your Personal Life Experiences Shaping Your Perspective of the Issue and Proposed Policy/Practices  2.1.3 engage diversity(.1)  2.1.4 integrate multiple sources(.1;.3)  2.1.5 advance rights (.1; .2)</p>
<b>STAGE 3-LEARNING PLANS (Lesson #2B)</b>	
<p><b>LEARNING ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• instructor distributes news article form</li> <li>• students bring to class the article they consider of particular relevance for the chapter assigned</li> <li>• two or three articles will be selected for display on the overhead projector and will be discussed on their relevance to the chapter</li> <li>• discussion of responses in class and on Blackboard</li> <li>• instructor will distribute article analysis form in class</li> </ul>	
<b>RESOURCE LIST /BIBLIOGRAPHY (Lesson #2B)</b>	
<ul style="list-style-type: none"> <li>• Cummins, Linda, &amp; Byers, Katharine, &amp; Pedrick, Laura. (2011- updated edition). <i>Policy practices for social workers: New strategies for a new era</i>. Boston: Allyn and Bacon (ISBN-13: 978-0-205-02244-1; ISBN-10: 0-205-02244-8)</li> <li>•Programs that Help People in Connecticut -2012-2014 (some available handouts. All students are requested ASAP to request a copy of “Programs that Help People in Connecticut, 2012-2014 edition” from Community Relations; Northeast Utilities System; P.O .Box 70; Hartford, CT. 06101-8641 or phone their Community Relations Dept. (1-800-286-5000)</li> <li>•News article from internet or clipped from newspaper relevant for the chapter under discussion</li> </ul>	

**How Are You Going to Use this Lesson (Lesson #2B)**

This lesson will be used jointly with discussion of assigned chapter and Focus Sheet as part of a lesson in the spring 2014 SWK 430 course

**LESSON #3 COMPUTER ROOM USAGE FOR GROUP LEGISLATIVE INFORMATION AND ANALYSIS OF LEGISLATIVE ISSUES**

**(CSWE) Social Work Standards;**

- 2.1.2 Apply Social Work Ethical Principles to Guide Professional Practice.
- 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments.
- 2.1.4 Engage Diversity and Difference in Practice
- 2.1.5 Advance Human Rights and Social and Economic Justice
- 2.1.8 Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services.

**UNDERSTANDING(S) GOALS (LESSON #3)**

**students will understand the structure and functioning of**

- the state legislative structure
- the state legislative process
- effective use of the ct-n website to secure information on pending legislation

**ESSENTIAL QUESTION(S) RELATED TO THEME(S) (LESSON #3)**

•What is the most effective way to use the ct-n website for state legislative information?

•What social welfare issues have people in your Edmodo group found of particular importance?

•What issues have relevant social welfare agencies found of particular importance for this coming session? What bills are they proposing and/or supporting?

**Exam Q#1 (Refer to Appendix #6)**

•Discuss the relevance and practical use for you of any two agencies listed in “Programs that Help People in Connecticut,” for gathering additional information about the legislative issue you have selected

**STUDENT OBJECTIVES (OUTCOMES) (LESSON #3)**

students will be able to follow step-by-step procedures for group work in the computer room and form into interest groups using the Edmodo platform (legislative session in 2013 ran from Jan. 9, 2013 – June 5, 2013)

- .1 [www.ct-n.com](http://www.ct-n.com) or “www.ct.gov” --major information source website on content & status of CT. State laws and legislation:
- .2 Under “Resources” find out names of your two legislators from your district (Senator and Representative)
- .3 Under “Resources”, Click “Links to Other Sites”
- .4 Click “Connecticut General Assembly (CGA)Home Page”
- .5 Click “Session Information” click on a few listings
- .6 Click on “search”- Run down click on listed items
- .7 Click on 4-5 different committees, and “committees” A-H & I-Z
- .8 Click on “Children Committee”
- .9 Click on “Committee Membership”
- .10 Click on “Bill Record Book”

- .11 Click on “Proposed Senate Bills”
- .12 Click on “Proposed House Bills”
- .13 Click on “Staff Offices”
- .14 Click on “Office of Legislative Research”
- .15 Click on the various “Commissions”
- .16 Select bill(s) of interest and form into Edmodo groupings

**STAGE 2- ASSESSMENT EVIDENCE (LESSON #3)**

<p><b>PERFORMANCE TASKS</b></p> <ul style="list-style-type: none"> <li>•Form into working groups on Edmodo to investigate , discuss , analyze, follow and lobby for proposed bills</li> </ul>	<p><b>OTHER EVIDENCE</b></p> <ul style="list-style-type: none"> <li>•ongoing group interaction and reporting in the computer room and class on progress being made on the progress of the Bill being followed</li> </ul>
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**STAGE 3-LEARNING PLANS**

- Instructor distributes sheet showing steps students will take on the computer
- Students will form into groups of 3-4 interested in the same proposed bill (s) using the Edmodo platform
- Groups of common legislative interest students will contact relevant agency listed in “Programs that Help People in Ct.” to discuss proposed Bills being followed with the agency policy person

**\*LEARNING ACTIVITIES**

- Distribute and discuss the organizational chart of Ct. State legislature on Google: [\*Images for Connecticut government organization chart\*](#)
- Discuss chart showing different functions of executive, legislative and judiciary branches of government and locate “State Legislature” on the chart
- Discuss the nature and importance of the 27 committees for proposing Bills in the State Legislature
- Discuss Office of Legislative Research(OLR) listed reports on social welfare issues
- Discuss relevant agencies in “Programs that Help People in Ct.” (hard copy and on-line) as major source of agency programs and social work issues, locate and contact one agency (and their policy person) which is concerned with the Bill you are following.

[www.ci-p.com/Home/Community/Programs\\_That\\_Help\\_People\\_Booklet/](http://www.ci-p.com/Home/Community/Programs_That_Help_People_Booklet/)

**RESOURCE LIST /BIBLIOGRAPHY**

CT-n.com for computer access to proposed Bills of 27 Committees  
 Class views Capitol Report on debates and legislation being considered by legislature

**HOW ARE YOU GOING TO USE THIS LESSON**

- This lesson will be used in a preparatory manner for students to become acquainted with the process and function of the state legislature. This lesson will familiarize the students with the governmental and legislative system and process.

**LESSON #4**  
**Analytical Models for Policy Analysis of Proposed Legislative Bill and for Social Worker Decision-Making**

Applicable CSWE Social Work Standards  
 2.1.2 Social Work Ethical Principles to Guide Professional Practice.

- 2.1.3 Critical Thinking to Inform and Communicate Professional Judgments.
  - 2.1.4 Engage Diversity and Difference In Practice
  - 2.1.5 Advance Human Rights and Social and Economic Justice
  - 2.1.8 Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services.
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**LESSON #4 \*STAGE 3-LEARNING PLANS OF FOUR ANALYTICAL STAGES DEVELOPED FOR THIS UNIT (LESSON #4)**

**Note of explanation:**

- I have developed four analytical models as sequenced developmental stages to stimulate student conceptual change with an increasing civic engagement at each of the four sequential stages in the development of this lesson.
- Student goals in the sequential use of each of these models is applied at each of the stages and should result in developing: increased understanding, increasing grounding by the use of the analytical model for evaluation and communication on the essentials of bills, and a cumulative understanding and benefit from analysis at each previous stage.
- The four inquiry formats reflecting each of the four stages and are distributed to each student and sequentially discussed in class. The ability to adequately respond and interact with other students on stage #4 is based on integration of the previous three stages.
- The four forms located in the Appendix. The questions from each of these forms in Lesson #4 have been extracted as horizontal rectangular inserts at the bottom of each model.

**FOUR SEQUENCED ANALYTICAL STAGE MODELS FOR THE SOCIAL WORKER’S MORE EFFECTIVE INVOLVEMENT AS A CHANGE AGENT IN CIVIC LEGISLATION**

.1 Model Stage #1 - QUADRANT MODEL OF SOCIOLOGICAL FIELD ANALYSIS: for understanding the causative and correlation factors of institutions, psychology, nature and technology involved for explaining behavior, and related interventions.

.2 Model Stage #2 ETHICS OF CARE MODEL FOR ANALYSIS OF A LEGISLATIVE BILL: A social work value driven, ethical and social analysis and evaluation of a bill using a social work ethics value measure.

.3 Model Stage #3 - ANALYTICAL REPORT PROGRESS: a progress report on legislative dimensions of the bill(s) being followed.

.4 Model Stage #4 - FINAL AND CUMULATIVE WRITTEN REPORT: holistic and integrating view of problem, which includes the previous three stages through analysis of literature; current strategies; and significant civic legislative involvement.

<b>MODEL Stage #1</b>	<b>Understanding Goals of this Model</b>	<b>Objective of this Model</b>	<b>How this Model can shape future social worker perceptions</b>
<b>Model Stage #1</b> – Quadrant Model of Sociological Field Analysis	To understand the causative and correlation relationships of four major overlapping categories for understanding human behavior: institutions, psychology, nature and technology; family / culture groups	Effective interventions to positively shape human behavior should work to improve influences of categories which can shape human behavior	Social workers need to view the ecology of problems holistically and consider all four major categories which shape behavior

**Essential Questions for Model #1 (LESSON #4)**

- .1 What are four essential categories which shape human behavior?
- .2 In what way and under what conditions are each of these categories influential in human

behavior?

.3 What interventions can be used to improve behavior in each of the four essential categories on the Quadrant?

<b><u>Model Stage #2</u></b>	<b>Understanding Goals of this Model</b>	<b>Objective of this Model</b>	<b>How this Model can shape future social worker perceptions</b>
Ethics of Care Model Applied in the for Analysis of Evaluation of a Legislative Bill	A social work value driven, ethical and social analysis and evaluation of a bill using the social work ethics measure	<ul style="list-style-type: none"> <li>• Reminds students that social work ethical evaluation is the criteria for looking at the value of the Bill as the end-goal.</li> <li>• The positive humanistic content of the bills is the end-goal for the social worker and the political-game should be engaged in as the means.</li> </ul>	To rise above the idea of the “game of politics” for a higher purpose

**Essential Questions for Model #2 (Lesson #4)**

- .1 What bill(s) are you following?
- .2 To what social problem is the proposed bill responding?
- .3 What policy is being proposed?
- .4 What are the views on problem causation
- .5 Are the policy provisions of the bill appropriately linked to empirical and theoretical views on the causes of the problem?
- .6 What are the budget implications of the proposed bill(s)?
- .7 What ethic of care values are involved in the bill proposal: adequacy? equity? equality?
- .8 In what way will the proposed policy intervention be: preventive? alleviative? curative
- .9 Are the values which guide these policies inclusive and comprehensive in their treatment of individuals?
- .10 What are the effects of this policy on the client? on client’s family? on the community and organizations
- .11 What are the effects of this policy on the client’s family? on the community and organizations
- .12 What are the effects of this policy on the community and organizations
- .13 Approximately, how many people may be affected by this bill?

<b><u>Model Stage #3</u></b>	<b>Understanding Goals of this Model</b>	<b>Objective of this Model</b>	<b>How this Model can shape future social worker perceptions</b>
Analytical Report Progress	•A progress report on legislative dimensions of the bill(s) being followed for presentation by a	•The reporting sensitizes students to the welfare agency role and to the “Legislative	•To become familiar with the legislative process as a means to a social work value end

	group of 3-4 students in a classroom setting. •Includes checking out with relevant social service agencies to determine what agencies consider important legislative issues at that particular point in time.	Showcase” in which social agencies publicly present their agendas to social work students.	•To know the access points significant for social work based legislation.
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**Essential Questions for Model #3 (Lesson #4)**

- .1 What information have you researched on the ecology of this issue in CT?
- .2 What legislative change is being proposed in CT.?
- .3 Why is the legislative change being proposed at this time?
- .4 Who is proposing the change in legislative policy? Who is opposed to the change? (force-field analysis by Kurt Lewin)
- .5 Which social welfare agencies and policy people are interested in and following and tracking this Bill?
- .6 What CT. Legislative and hearing processes and committee structures are relevant in considering and for tracking this Bill?
- .7 What are your “talking points” - reasons or rationale for your support or opposition to the policy or legislation?
- .8 Who are your Senator and Representative and what are their positions on this Bill? Reasons?
- .9 How does your investigation of this issue inform and shape your future role for advocacy?
- .10 What is the relationship of this issue to an ethic of policy-practice, and to real politics?
- .11 Which other class-team member(s) are following this issue with you, and what have been their contributions to this analysis?

**Q#6 (CH. FIVE) (Refer to Appendix #6)**

Discuss the importance of the NASW professional code of ethics for your social work policy practice which are of particular relevance for the consumers in your internship and/or for the legislative Bill(s) you are researching.

**#10 (CH. NINE) (Refer to Appendix #6)**

In what way can the ethic of care model be applied to help increase the relevance of care for consumers in your internship and for the legislative Bill(s) you are researching

<b><u>Model Stage #4</u></b>	<b>Understanding Goals of this Model</b>	<b>Objective of this Model</b>	<b>How this Model can shape future social worker perceptions</b>
<b>Final and Cumulative Written Report</b>	<ul style="list-style-type: none"> <li>•holistic view of the social problem, historical context relevant literature;</li> <li>•current strategies; significant political factors, political analysis of force</li> </ul>	This is a holistic summation of key points for students to use as professional social workers for inclusion of key points for a “social worker on the go.”	To provide a post-course and professional but analytical platform for the clinical worker to continue involvement in policy-practice after completing this



	fields •view on policy changes needed and suggestions for advancing policy changes		course.
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**Essential Questions for Model #4 (Lesson #4)**

- Identify the issue or social problem (from literature review, experiences, viewpoints)
- What are the concerns, problems, & grumblings necessitating appropriate social welfare policy response?
  - What are the historical and social contexts of this social problem?
  - What are current strategies and/or programs to deal with issues? .
  - Significant political action or state bills related to issues?
  - Political landscape of force-fields?
  - What policy changes needed to realistically advance social work values?
  - What steps are needed to advance policy changes?

**Stage 2- Assessment Evidence**

**Performance Tasks**

- Student will be able to apply the models for the required analysis and/or presentation of the bill
- Student will progress with presentation and mastery at each stage

**Other Evidence**

- Effective mastery and completion of rubrics and movement leading to stage #4
- Discussion of three important forces that move and shape policy practice which are of relevant for the consumers in your internship, and/or for the legislative Bill(s) you are researching.

**Midterm Exam Q#3** (Refer to Appendix #6)

Elaborate on two significant historical-time-periods, and discuss why policy practice was particularly significant in social work during that historical period

**Midterm Exam Q #4** (Refer to Appendix #6)

Discuss the relationship between political ideologies and social work policy practice which are of relevance with the consumers in your internship and/or with the legislative Bill(s) you are researching

**STAGE 3-LEARNING PLANS**

**LEARNING ACTIVITIES**

- Completion and mastery of each stage at the designated learning point in the sequence of lessons
- Enthusiasm, excitement and knowledge for final participation in the stage #4

- Internalization of goals, skills, competencies and effectiveness as measured by continued involvement and civic activity in the future social work career
- Student discussion and excitement over civic participation and Lobby Day activities

**RESOURCE LIST /BIBLIOGRAPHY**

Use of formats and materials author developed and posted in the Appendix section of this paper

**HOW ARE YOU GOING TO USE THIS LESSON?**

- In a classroom setting of mastery measures at each application stage of the model
- Feedback from clinical workers on the growth of their interest and involvement in civic participation
- Explicitly tying this stage theory of civic participation to their social work theories on human development in other courses
- Final feedback on Lobby Day

**LESSON #5 LOBBY DAY**

**COMMON CORE COUNCIL FOR SOCIAL WORK EDUCATION (CSWE) SOCIAL WORK STANDARDS;**

- 2.1.2 apply social work ethical principles to guide professional practice.
- 2.1.3 apply critical thinking to inform and communicate professional judgments.
- 2.1.4 engage diversity and difference in practice
- 2.1.5 advance human rights and social and economic justice
- 2.1.8 engage in policy practice to advance social and economic well-being and to deliver effective social work services

**UNDERSTANDING(S) GOALS**

- Students will appreciate that policy-practice is a synergistic ally of clinical practice, and the role of the social worker should include policy-practice legislative work for the benefit of clinical clients
- Students will understand the importance of on-site lobbying, digital communication and clarification with other students and digital communication with legislators
- Social change and monitoring of legislation is a continuing process and should be responsive to changing needs and periodic feedback to insure that objectives and time-appropriateness are considered to provide the most effective results

**ESSENTIAL QUESTION(S) RELATED TO THEME(S) –**

- .1 What information have you researched on the ecology of this issue in CT?
- .2 -What legislative change is being proposed in CT.?
- .3 Why is the legislative change being proposed at this time?
- .4 Who is proposing the change in legislative policy? Who is opposed to the change? (force-field analysis)
- .5 Which social welfare agencies and policy people are interested in and following and tracking this cluster/ bill?
- .6 What CT. legislative and hearing processes & committee structures are relevant in considering and for tracking this issue?
- .7 What are your “talking points” - reasons or rationale for your support or opposition to the policy or legislation?
- .8 Who are your Senator and Representative and what are their positions on this issue?
- .9 How does your investigation of this issue inform and shape your future role of social work advocacy?

	.10 What is the relationship of this issue to an ethic of policy-practice, and to practical politics?
<p><b>STUDENT OBJECTIVES (OUTCOMES) ( Lesson #5- Lobby Day)</b></p> <p>.1 Students will recognize that an end goal of policy-practice is the passage of legislation that implements the findings and understandings of research, insights and social work ethics into positive state regulations</p> <p>.2 That a social worker career should demonstrate their internalization of this inquiry model and their legislative activism.</p> <p>.3 Social workers have a responsibility to utilize skills and competencies developed in the legislative area as part of their social worker self-definition</p> <p><b>Performance Tasks (revised Bloom’s Taxonomy)</b></p> <p>.1 <u>Remembering</u>- Students will distinguish between past practices and current legislation they are supporting to change current practices</p> <p>.2 <u>Understanding</u> – Students will understand the difference between policy before their lobbying and the legislation for which they are currently lobbying</p> <p>.3 <u>Applying</u>-Students will press for implementation of new procedures which benefit their clients</p> <p>.4 <u>Analyzing</u> - students will be able to reduce their lobbying to procedural steps</p> <p>.5 <u>Evaluating</u>- Students will be able to evaluate the relevance of speaking to their legislators on behalf of proposed legislation</p> <p>.6 <u>Creating</u> -Students will be able to form a more coherent self-concept as social workers thru working with other students on proposed Bill(s), personally meeting with and lobbying their legislators, group oral reports, and gathering information on their proposed Bill(s) in creative ways</p>	
<p><b>*STAGE 2- ASSESSMENT EVIDENCE (Lesson 5- Lobby Day)</b></p>	
<p><b><u>CSWE RUBRIC FOR PARTICIPATION STANDARDS FOR LOBBY DAY</u></b></p> <p>2.1.4 diversity (.1)</p> <p>2.1.5 rights and justice (.1; .2; .3)</p> <p>2.1.8 advocacy; collaboration(.1; .2)</p> <p>2.1.5 advance human rights and social justice (.1; .2; .3)</p> <p>2.1.8 engage in practices (.1; .2) .1.4 diversity (.1; .3)</p> <p>2.1.5 human rights (.1; .2 ; .3)</p> <p>2.1.8 engage (.1; .2)</p> <p>2.1.9 respond to contexts (.2)</p> <p>2.1.5 advance human rights (.1; .2)</p> <p>2.1.8 engage to advance socio-economic (.1; .2)</p> <p><b><u>PROCEDURES</u></b></p> <p>.1 Participation</p> <p>.2 Letter to State Senator and State Representative</p>	<p><b><u>RESPONSES TO LOBBY DAY 2013-EVALUATION FORM</u></b></p> <p>.1 means of arrival: bus or personal car(circle) &amp; reason or transportation selected-</p> <p>.2 educational value for social worker</p> <p>.3 comment on league of women voters capitol tour</p> <p>.4 comment on keynote presentation by Dr. Nancy Humphrey’s comment on presentation by Gov. Dannel Malloy</p> <p>.5 comment on presentation by NASWCT. Steve Karp and Chris Lamone</p> <p>.6 comment on meeting with your representative, senator or aide &amp; presentation of the lobby letter</p> <p>.7 comment on other activity at the state capitol overall education value of the lobby day session</p> <p><b><u>EXAM Q #4 (CH. THREE) (Refer to Appendix #6 )</u></b></p>

<p>.3 Meets with state legislators to discuss support for bill and delivers letters</p> <p>.4 Writes , submits and presents a two page report</p> <p>.5 Rubric for the student unable to participate in the full lobby day session</p>	<p>•Discuss the relationship between political ideologies and social work policy practices which are of relevance with the consumers in your internship and/or with the legislative Bill(s) you are researching.</p> <p><b>Refer to:</b></p> <p><b>Conservative vs_Liberal Beliefs   Student News Daily</b>  <a href="http://www.studentnewsdaily.com/conservative-vs-liberal-beliefs/">www.studentnewsdaily.com/conservative-vs-liberal-beliefs/</a></p>
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**STUDENT OBJECTIVES AND OUTCOMES**

<p><b>PERFORMANCE TASKS</b>  <u>STUDENTS CONTACT LEGISLATORS</u></p> <ol style="list-style-type: none"> <li>1. Each student composes their own 1-2 page letter to their legislator presenting their data supported position on a legislative issue considered.</li> <li>2. Send an email copy of your 1-2 page letter to each of your two legislators</li> <li>3. Make an appointment for a Lobby Day meeting with your two legislators (or their office assistants) at their offices in the Legislative Office Bldg.</li> <li>4. Send an advanced e-mail to each of your two legislators on a related legislative bill/issue being considered. In class, submit a hard copy of your e-mail to Prof. Stambler</li> <li>5. Hand deliver a hard copy of your e-mail at your appointment with each of legislators/office assistant</li> </ol>	<p><b>OTHER EVIDENCE</b></p> <p>Post Lobby-Day evaluation (refer to Appendix)</p> <p>In class discussions, student will be able to self-classify their position on a bill as conservative or liberal</p> <p><b>Conservative vs_Liberal Beliefs   Student News Daily</b>  <a href="http://www.studentnewsdaily.com/conservative-vs-liberal-beliefs/">www.studentnewsdaily.com/conservative-vs-liberal-beliefs/</a></p>
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**STAGE 3-LEARNING PLANS**

<p><b>LEARNING ACTIVITIES</b></p> <p>The student will proceed through the performance tasks as indicated above and report that each task has been accomplished</p>
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**ADDITIONAL RESOURCE LIST /BIBLIOGRAPHY**

<p>&gt;<a href="http://www.cslib.org">www.cslib.org</a>&lt; (860) 757-6570  <u>State Library</u>      On Law &amp; Legislation, Conn.      General Statutes, Law Dept. ,      State Library:      Reference Unit (860) 757-6590      Bill Tracking R0om (860) 757-6550</p>	<p><u>WWW.NASWCT.ORG</u> Steve Karp Executive Director      Both the password and userword are: &lt;nasw&gt;      Check at the website to keep up-to -date on bills that NASW is following, public hearing dates, and various other useful pieces of information.      &lt;<a href="http://www.socialworkers.org/membercenter/newsprefs.asp">http://www.socialworkers.org/membercenter/newsprefs.asp</a>&gt;.      Click on “Legislative Agenda”</p>
<p><a href="http://www.cga.ct.gov">http://www.cga.ct.gov</a></p>	<p>&lt; <a href="http://www.cahs.org">www.cahs.org</a> &gt;</p>

Legislative session runs between Jan.-June & will deal with committee introduced bills. This website is the major information source on content & status of CT. State laws and legislation:	.Connecticut Association for Human Services  (860) 951-2212
<a href="http://www.brynmawr.edu/library">www.brynmawr.edu/library</a> Internet Resources for Law and Social Policy	<u>HARTFORD COURANT</u> < <a href="http://www.courant.com">http://www.courant.com</a> >
<a href="http://www.lwv.ct.org">www.lwv.ct.org</a> league of women voters	Connecticut Mirror <b>The CT Mirror   To inform and engage one Connecticut</b> <a href="http://www.ctmirror.org/">www.ctmirror.org/</a>
< <a href="http://www.ctnonprofits.org/">www.ctnonprofits.org/</a> > Connecticut Association of Nonprofits, Phone: (860) 525-5080	<a href="http://www.ctnonprofits.org">http://www.ctnonprofits.org</a> 45698 <b><u>The CT Mirror   To inform and engage one Connecticut</u></b> <a href="http://www.ctmirror.org/">www.ctmirror.org/</a>  (860) 525-5080 Connecticut Association of Nonprofits. Click on, 'Advocacy & legislation
<a href="http://www.ct-n.com">www.ct-n.com</a> Click on "See CT-N's Legislative Resources," & "Find More Resources About My Government" KEY- to CT-n schedule and Connecticut General Assembly links .1 The Organization, Structure & History of the Connecticut General Assembly .2 Connecticut Political Parties .3 The Role of the Legislator .4 How a Bill Becomes a Law .5 Lobbying: It's Tactics, Impact & Regulation from a Lobbyists Perspective .6 Evaluating the State Legislature & Suggestions for Improvement	<u>A MAJOR COMPREHENSIVE SOURCE OF CRITICAL SOCIAL WORK LINKS - <a href="http://www.washburn.edu/sas/social-work/">Social Work Home, Washburn University</a> <a href="http://www.washburn.edu/sas/social-work/">www.washburn.edu/sas/social-work/</a> - Cached</u> (click on "Social Work Links") <u><a href="http://www.washburn.edu/sas/social-work/">Social Work Links, Washburn University</a> ; GOOGLE- &lt;<a href="http://www.washburn.edu">www.washburn.edu</a> &gt; <a href="#">Home</a> &gt; <a href="#">Social Work</a>&gt;</u>  <a href="http://www.cga.ct.gov/coc">http://www.cga.ct.gov/coc</a> (860)240-0290 Commission on Children of the CT. General Assembly  <a href="http://www.cga.ct.gov/pcsw">http://www.cga.ct.gov/pcsw</a> (860) 240-8300 (860)240-8300 . Click on, "Policy & Legislation" Permanent Commission on the Status of Women of the CT. General Assembly
< <a href="http://www.povertyinamerica.psu.edu">www.povertyinamerica.psu.edu</a> > social work search engine poverty and welfare policy articles (U. of Pa.)	< <a href="http://www.policyalmanac.org">www.policyalmanac.org</a> >  Extensive list of links to policy sites including Questia
<a href="http://CABHN.COM">CABHN.COM</a> (click on, "Hot Topics") Connecticut ALLIANCE for Basic Human Needs 80 Jefferson Street, Hartford, CT 06106	<a href="http://WWW.LARCC.ORG">WWW.LARCC.ORG</a> Legal Assistance Resource Center of Connecticut (860)278-5688 HOT TOPICS

<p>&lt;<a href="http://www.povertyinamerica.psu.edu">www.povertyinamerica.psu.edu</a>&gt; social work search engine poverty and welfare policy articles (U. of Pa.)</p>	<p>&lt;<a href="http://www.policyalmanac.org">www.policyalmanac.org</a>&gt; Extensive list of links to policy sites including Questia</p>
<p>All inclusive excellent Google source : “the 100 most useful social work resources” Http://www.social workdegree.org/social-work- resources #alc</p>	<p>&lt;<a href="http://www.aphsa.org">www.aphsa.org</a>&gt; American Public Health Services Association; analysis of public social policy issues</p>
<p><a href="http://www.welfareinfo.org">www.welfareinfo.org</a> Welfare Information Network; information, policy analysis and numerous links relevant to welfare reform</p>	<p>&lt;<a href="http://www.urban.org">www.urban.org</a>&gt; The Urban Institute; nonpartisan economic and social policy research</p>
<p>Connecticut Mirror (Google)</p>	<p>Hartford Courant (Google)</p>

**. #5 HOW WILL THIS UNIT BE USED**

I developed lessons for this Unit over a en-year period for one of the courses I taught as a Prof. in the Social Work Dept. at Southern Connecticut State University. I retired in June 2013, and as a current emeritus, have requested to teach this course as an adjunct in spring 2014 when I intend using these lesson revisions. I developed the inquiry response formats used in this unit and intend to submit these to a Social Work journal for publication consideration.

**APPENDIX OF ITEMS LISTED IN THE UNIT**  
**An Introduction to Civic Engagement for Social Work Students**  
 by Moses Stambler\_

**APPENDIX 1A FOR LESSON #1**

**ORGANIC UNITY OF THE DUAL ROOTS IN THE SOCIAL WORK PROFESSION**

<b>PERSPECTIVES</b>	<b>CLINICAL –PRACTICE MICRO-CASEWORK (clinical) INDIVIDUAL FOCUS MICRO-PRACTICE</b>	<b>POLICY-PRACTICE MACRO- ENVIRONMENTAL FOCUS ON POLICY &amp; ENVIRONMENT</b>
.1 perspectives on contributors to inequity	•Emphasis on individual autonomy & responsibility; focus on individual behavior	•Social institutions; focus on structural causes for behavior
.2 problem focus concern	•Individual role failure; moral deficiency of the individual; •Flaws in personal character; intrapsychic functions; •Focus on function with primary groups (i.e. Family, job, neighborhood)	•Social institution role failure; •Causes embedded in societal economic & political structure; •Larger environment causation on function of secondary and tertiary organizations (i.e., affirmative action laws, public welfare programs, Obama stimulus programs, church positions, United Way)
.3 assumptions on causes of poverty	•Shortcoming of the poor; defects of the individual	•Institutions of society; environmental factors
.4 ideological linkage	•Social Darwinism; •Protestant work ethic; Relief only for the worthy	•Reform oriented; •Organizing to advocate for social change; •Progressive linear change
.5 key early leaders	•Mary Richmond (1861-1928); “retail social work” in contrast with wholesale swk; change through a systematic collection of evidence on individual cases	•Started around 1880’s; •Jane Addams (1860-1935) Hull House, 1899, Chicago, Nobel Peace Prize in 1931; •Lillian Wald, 1900, Henry Street Settlement House
.6 professional role	•Individual change; Social diagnosis as the basis for case intervention ; •individual as most immediate target for change	Institutional change ; promotion of govt. Involvement in the social welfare system; community oriented; institutions as target for change
.7 interventions to correct dysfunction	•Case work; individual approach;	•Group work ; Macro-policy changes;

	Micro-clinical interventions; •psychological	•Political advocacy; •Appropriate legislation
.8 delivery institutions at the turn of the 20 <sup>th</sup> century	•Charity organization societies;	•Settlement houses
.9 linkages to:	A set of behavior change oriented skills	•Political & social causes; •Social change skills
.10 political predispositions	•Conservative: advocacy for individual character development; • Individual as immediate target for change; • Republican party and Sara Palin; • Tea Party emphasis	•Liberal: advocacy for social and institutional changes; •institutions as targets for change; •Democratic party emphasis
.11 Stambler's view: the importance of the clinical & policy efforts are dependent on the historical period; both components are needed to improve the human condition.		

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**APPENDIX 1B FOR LESSON #1**  
**- HISTORICAL/SOCIAL CONTEXTS FOR CLINICAL & POLICY EMPHASES**

<b>1870'S -90'S</b>	<b>Period of Dislocations:</b> •Urbanization, •Industrialization	<b>Clinical:</b> •Mary Richmond-Charity Aid Society(1877); moral and religious reform	<b>Community:</b> •Jane ADDAMS-Hull House (1891) • Settlement Houses; social and institutional reform
<b>1900-1920 Progressivism</b>	•Immigration, US population more than doubles; Southern & Eastern Europe; •shift of ethnics & religions	•Focus on SWK establishing identity	•Extreme: Govt. intervention communism, socialism
<b>1930's</b>	<b>Depression &amp; New Deal</b>		•WPA , CCC, govt. intervention; •Social Security Act-1935 •activism, social



				causation seen as roots of poverty; •Great Depression;
Post-WW. !!-1945		SWK turn inward; clinical emphasis		
1960's social reform				
1970'S 1996 political conservatism	•1996 AFDC replaced by Temporary Assistance for Needy Families (TANF) under Clinton		•Criticism of the welfare state; limited social work	•social activism: •Civil Rights; •War on Poverty
2008+ CURRENT RECESSION . globalization, competition, shift in power, rise of China	•growing disparity of income; budget concerns; •decline of the economically viable European welfare state		•Activism in both regulation & de-regulation politics. •TEA Party- call for less govt. regulation;	•Occupy Wall Street; calls for more govt. intervention & involvement; •social justice

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**APPENDIX 2A FOR LESSON #2**  
**FOCUS SHEET ANALYSIS FORM FOR EACH CHAPTER (FOR BLACKBOARD INTERACTION)**

On a weekly basis, each student will reply to persistent questions for each assigned text chapter on a separate Focus Sheet and will place the completed typed or hand-written sheet(s) for the assigned session on top of their desk at the start of the session and on Blackboard for viewing and discussion.

WEEK #\_\_\_; Chapter # \_\_\_\_\_; CHAPTER TITLE \_\_\_\_\_

NAME (last, first) \_\_\_\_\_; 430.01/02/03 (circle) \_\_\_\_\_;

#1. SELECT AND PLACE IN QUOTATION MARKS, FOLLOWED BY THE PAGE NUMBER IN PARENTHESIS, A SIGNIFICANT IDEA/PHRASE/SENTENCE ON ADVOCACY FROM THIS CHAPTER
#2 WHAT IS THE RELEVANCE OF THIS IDEA FOR UNDERSTANDING A SOCIAL WORKER ADVOCACY ROLE?
#3 WHAT IS A SECOND SIGNIFICANT IDEA OF RELEVANCE FOR YOU FROM THIS CHAPTER?
#4 WHAT IS THE RELEVANCE OF THIS SECOND IDEA FOR UNDERSTANDING A SOCIAL WORKER ADVOCACY ROLE?

#5 AS A CONSEQUENCE OF READING THIS CHAPTER ON ADVOCACY, WHAT IS YOUR OPINION ON THE SOCIAL CHANGE PROCESS AND ITS RELEVANCY FOR YOUR SOCIAL WORKER CITIZENSHIP PARTICIPATION ROLE ?
#6 WHAT PERSONAL CIRCUMSTANCES/EXPERIENCES SHAPE YOUR OPINION AND REACTIONS TO THIS CHAPTER'S ADVOCACY INFORMATION (SELF-ANALYSIS)
#7 WHICH QUOTATION SUBMITTED BY ANOTHER STUDENT DO YOU THINK REPRESENTS A KEY IDEA FROM THIS CHAPTER? EXPLAIN YOUR REASON FOR THIS SELECTION?

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APPENDIX FOR LESSON 2A

RUBRIC ASSESSMENT FOR FOCUS SHEET CHAPTER ANALYSIS

<b>RUBRICS-PERSISTENT QUESTIONS FOR TEXT CHAPTER</b>	<b><i>EXCEEDS EXPECTATIONS</i></b> Exceptional Performance (builds on preceding level) <b>100 (A+) to 95(A-)</b>	<b><i>MEETS EXPECTATION S</i></b> Professional Performance (builds on preceding level) <b>94 (A-) to 87(B+)</b>	<b><i>NEEDS IMPROVEMENT</i></b> Standard Performance (builds on preceding level) <b>86(B) to 80(B-)</b>	<b><i>BELOW STANDARDS</i></b> Beginning Performance <b>79(C+) to 68 (D+)</b>
<b>.1(1)SELECTION OF RELEVANT QUOTATION/IDEAS FROM CHAPTER QUOTE ON ADVOCACY 2.1.4 recognize oppression(.1)</b>	selection of quote from the chapter which directly expresses the essential theme of the chapter relating to policy/practice	good selection of quote from the chapter which is very relevant for policy/practice	fair selection of a quote from text chapter which is somewhat relevant for policy-practice	-no selection of quote from text chapter relevant for policy/practice
<b>.2 (3,4) UNDERSTANDING THE RELEVANCE OF IDEAS FOR SOCIAL WORKER ADVOCACY ROLE 2.1.4 engage</b>	relates quotation selected directly to an understanding of the advocacy role	sees good relevance in quotation for understanding advocacy selected advocacy role	sees some relevance in quotation for understanding advocacy selected advocacy role	- does not see any relevance in quotation for understanding advocacy role

diversity (.1; .2; .3) 2.1.5 advance human rights (.1; .2; .3)				
<b>3 (5) UNDERSTANDING THE RELEVANCE OF SOCIAL CHANGE PROCESS FOR THE SOCIAL WORKER ADVOCACY ROLE</b> 2.1.4 engage diversity (.1; .2; .3) 2.1.5 advance human rights (.1; .2; .3)	sees direct relevance in social change process for understanding advocacy role	sees good relevance in social change process for understanding advocacy role	sees some relevance in social change process for understanding advocacy role	- does not see any relevance of social change process for understanding advocacy role
<b>.4 RELATING PERSONAL OPINIONS &amp; EXPERIENCES SHAPING VIEWS ON RELEVANCE OF THIS CHAPTER'S ADVOCACY</b> 2.1.1 practice personal reflection (.2) 2.1.4 gain self-awareness(.2) 2.1.5 understand discrimination(.1)	-- identifies personal biases as they apply to current social welfare policy -- integrates acceptance of biased-self into practice	--recognizes personal biases as shaping views on advocacy -- articulates awareness of assumptions and biases	-accepts possibility of relationship between self, life experience and biases but does not adequately articulate -- unable to apply recognition of biases	-- does not identify personal biases; --does not recognize the value of personal experiences in shaping perceptions

**APPENDIX 2B FOR LESSON #2**  
**NEWSPAPER ARTICLE PACKET COVER SHEET (FOR BLACKBOARD INTERACTION)**

\_\_\_\_\_, \_\_\_\_\_; SEC . . . . 01-02-03  
STUDENT'S NAME (LAST, FIRST)

**GUIDELINES**

1. A TOTAL OF 10 NEWSPAPER OR POPULAR PERIODICAL ARTICLES , PUBLISHED WITHIN THE TIME FRAME OF THIS COURSE.; THIS IS NOT A RESEARCH TASK BUT ONE WHICH SHOULD BE ACCOMPLISHED IN YOUR REGULAR NEWSPAPER READING CONTEXT. COPIES OF ARTICLES DISTRIBUTED IN CLASS MAY NOT BE INCLUDED UNLESS THEY

ARE IN ORIGINAL FORM.

2. ATTACH (STAPLE OR SCOTCH TAPE)ARTICLE TO ADJACENT TOPIC RELATED PAGE;

3. RESPOND TO THE QUESTIONS ON THE SINGLE SHEET PROVIDED

4. USE A REASONABLE BALANCE BETWEEN INTERNET AND HARD COPY SOURCES.

Entire article pack **DUE WEEK #12**

**RUBRIC FOR ARTICLE PACK PERSISTENT QUESTIONS**

<b>RUBRICS-FOR ARTICLE PACK PERSISTENT QUESTIONS</b>	<b><u>EXCEEDS EXPECTATIONS</u> Exceptional Performance (builds on preceding level) 100 (A+) to 95(A-)</b>	<b><u>MEETS EXPECTATIONS</u> Professional Performance (builds on preceding level) 94 (A-) to 87(B+)</b>	<b><u>NEEDS IMPROVEMENT</u> Standard Performance (builds on preceding level) 86(B) to 80(B-)</b>	<b><u>BELOW STANDARDS</u> Beginning Performance 79(C+) to 68 (D+)</b>
<b>.1 TITLE, DATE, &amp; SOURCE OF THE ARTICLE</b>	--short & very appropriate newspaper or internet article	--good article	--short news or Internet article related to week's topic. --Article during spring 2012	-- source prior to this semester --longer than one-page periodical article
<b>.2 RELEVANCE OF THE SELECTED ARTICLE FOR THIS WEEK'S TOPIC</b> 2.1.3 integrate multiple sources(.1) 2.1.4 engage diversity(.1; .2; .3) 2.1.5 advance rights (.1; .2)	article directly deals with essential theme of the chapter relating to policy/advocacy	good article significant for policy/advocacy	fair selection of tangentially relevant article for policy/advocacy	not related to text topic
<b>.3 SUMMARY OF WELFARE POLICY/ADVOCACY ISSUE(S) INVOLVED</b> 2.1.3 integrate multiple sources (.1) 2.1.4 engage diversity (.1; .3) 2.1.5 advance rights (.1)	-- identifies personal biases -- able to adequately relate knowledge to a minimum of two relevant current social policy/advocacy situations	-- identifies personal biases -- able to adequately relate knowledge to a minimum of two relevant current policy advocacy situations	-- identifies personal biases -- unable to adequately relate knowledge to a minimum of one relevant policy/advocacy situations	inadequate summary
<b>.4 COMMENTS ON THE APPROPRIATENESS OF THE POLICY / ADVOCACY RESPONSE TO THIS ISSUE</b> 2.1.4engage diversity(.1; .2; .3) 2.1.5 advance rights (.1; .2; .3) 2.1.8engage in policy practice .1	excellent comments on appropriateness of response to issue	good relating of social policy advocacy in article to issue	relates social policy advocacy to issue	no assessment
<b>.5 YOUR SUGGESTIONS, IF ANY, FOR MORE APPROPRIATE PRACTICE/POLICY FOR THE ISSUE</b> 2.1.2 ethics (.2) 2.1.4 integrate multiple sources(.1) 2.1.5 advance rights (.1; .2; .3) 2.1.8 engage in policy practice .1	-- Suggests policy/practice advocacy changes; -- Suggests ways these can be achieved; -- Indicates potential contextual obstacles.	-- Suggests a change in policy/ practice advocacy ; -- Suggests ways to achieve suggested change; -- Does not refer to potential context obstacles.	-- Suggests a change in policy/ practice advocacy ; -- Does not suggest ways to achieve change.	no suggestions
<b>.6 YOUR PERSONAL LIFE EXPERIENCES SHAPING YOUR PERSPECTIVE OF THE ISSUE AND PROPOSED POLICY/PRACTICES</b> 2.1.3 engage diversity(.1)	-- identifies personal biases as they apply to current social welfare policy -- Integrates acceptance of self into practice;	-- Identifies personal biases -- Able to adequately understand one's bias -- Demonstrates awareness of assumptions and biases about groups similar to or different from one's	-- Considers personal biases -- recognizes essential principal of relationship between self, life experience and welfare perceptions; -- unable to apply recognition of principle to	-- does not identify personal biases; -- does not recognize the relevance of personal experiences in shaping perceptions

2.1.4 integrate multiple sources(.1;.3) 2.1.5 advance rights (.1; .2)		own	self-awareness	
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**APPENDIX 2-B FOR LESSON #2 NEWS ARTICLE ANALYSIS AND COMMENTS (FOR BLACKBOARD INTERACTION)**

1. TITLE, DATE, & SOURCE OF THE ARTICLE?	
2. RELEVANCE OF THE SELECTED ARTICLE FOR THIS WEEK'S CHAPTER TOPIC	
3. SUMMARY OF WELFARE POLICY/PRACTICE ISSUE(S) INVOLVED (	
4. COMMENT ON APPROPRIATENESS OF POLICY/PRACTICE FOR THIS SITUATION	
.5 YOUR SUGGESTIONS, IF ANY, FOR MORE APPROPRIATE PRACTICE/POLICY FOR THIS SITUATION	
.6 RELEVANCE OF "ETHICS OF CARE", TEXT CH.5, FOR THE THIS ARTICLE	
.7LIFE EXPERIENCES SHAPING YOUR PERSPECTIVE OF THIS ISSUE AND PROPOSED POLICY/PRACTICES	
.8 WHICH ARTICLE ENTERED ON BLACKBORD BY	

ANOTHER STUDENT DO YOU FEEL BEST REPRESENTS THE THEME OF THIS CHAPTER? GIVE REASONS FOR YOUR SELECTION	
9. IN WHAT WAY CAN THIS ISSUE RELATE TO BROADER SOCIAL WORK AND WELFARE ISSUES OF CONCERN TO YOUR CLIENTS, YOUR PERSONAL EXPERIENCES, AND THE LEGISLATIVE PROCESS?	

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APPENDIX 2-B FOR LESSON #2

NEWS ARTICLE RUBRIC/ANALYSIS FOR QUESTION FORMS

<b>RUBRICS-FOR ARTICLE PACK PERSISTENT QUESTIONS</b>	<b><u>EXCEEDS EXPECTATIONS</u> Exceptional Performance (builds on preceding level) 100 (A+) to 95(A-)</b>	<b><u>MEETS EXPECTATIONS</u> Professional Performance (builds on preceding level) 94 (A-) to 87(B+)</b>	<b><u>NEEDS IMPROVEMENT</u> Standard Performance (builds on preceding level) 86(B) to 80(B-)</b>	<b><u>BELOW STANDARDS</u> Beginning Performance 79(C+) to 68 (D+)</b>
<b>.1 TITLE, DATE, &amp; SOURCE OF THE ARTICLE</b>	--short & very appropriate newspaper or internet article	--good article	--short news or Internet article related to week's topic	-- source prior to this semester --longer than one-page periodical article
<b>.2 RELEVANCE OF THE SELECTED ARTICLE FOR THIS WEEK'S TOPIC</b>	article directly deals with essential theme of the chapter relating to policy/advocacy	good article significant for policy/advocacy	fair selection of tangentially relevant article for policy/advocacy	not related to text topic
<b>.3 SUMMARY OF</b>	-- identifies	--- identifies	-- identifies	inadequate

<b>WELFARE POLICY/ADVOCACY ISSUE(S) INVOLVED</b>	personal biases -- able to adequately relate knowledge to a minimum of two relevant current social policy/advocacy situations	personal biases -- able to adequately relate knowledge to a minimum of two relevant current policy/advocacy situations	personal biases -- unable to adequately relate knowledge to a minimum of one relevant policy/advocacy situations	summary .
<b>.4 COMMENTS ON THE APPROPRIATENESS OF THE POLICY / ADVOCACY RESPONSE TO THIS ISSUE</b>	excellent comments on appropriateness of response to issue	good relating of social policy advocacy in article to issue	relates social policy advocacy to issue	no assessment
<b>.5 YOUR SUGGESTIONS, IF ANY, FOR MORE APPROPRIATE PRACTICE/POLICY FOR THE ISSUE</b>	-- Suggests policy/practice advocacy changes; -- Suggests ways these can be achieved; -- Indicates potential contextual obstacles.	-- Suggests a change in policy/practice advocacy ; -- Suggests ways to achieve suggested change; --Does not refer to potential context obstacles.	-- Suggests a change in policy/ practice advocacy ; -- Does not suggest ways to achieve change.	no suggestions
<b>.6 YOUR PERSONAL LIFE EXPERIENCES SHAPING YOUR PERSPECTIVE OF THE ISSUE AND PROPOSED POLICY/PRACTICES</b>	-- Identifies personal biases as they apply to current social welfare policy -- Integrates acceptance of self into practice; .	-- Identifies personal biases -- Able to adequately understand one's bias -- Demonstrates awareness of assumptions and biases about groups similar to or different from	-- Considers personal biases -- recognizes essential principal of relationship between self, life experience and welfare perceptions; -- unable to apply recognition of principle to self-awareness	-- does not identify personal biases; -- does not recognize the relevance of personal experiences in shaping perceptions





<p><b><u>INSTITUTIONAL /MACRO</u></b></p> <p>STRUCTURAL FORCES THAT SHAPE POLICY: POLITICS GOVERNMENT SOCIAL WELFARE</p> <p>EMPHASIS ON SOCIAL ENVIRONMENT &amp; HISTORICAL CONTEXT</p> <p>(Interventions on an organizational level or division to introduce structural changes ; The Left: Socialist; Marxists; radical school; liberal school; change agents for a callous social system; Occupy Wall Street vs. Tea Party conservatives who press for cutting taxes to provide investment &amp; stimulate jobs; reduce govt. role; Herbert Spencer-Social Darwinism)</p>	<p><b><u>POLICY FORMULATION</u></b></p> <p>conservative, liberal &amp; radical</p> <p><b><u>LEVELS OF ENTRY &amp; INTERVENTION</u></b></p> <p>.1 executive .2 legislative .3 judicial .4 community</p> <p><b><u>BUDGET AS POLICY</u></b></p>	<p><b><u>NATURE &amp; TECHNOLOGY</u></b></p> <p>GENETIC (Gene therapy) BIOLOGICAL(drug enhancements, cyborgs) PHYSICAL (prosthesis) TECHNOLOGY- (Bottom-up empowerment through : Internet, Facebook, Twitter)</p> <p>Negative: eugenics; social Darwinism; view of intelligence as basis for class &amp; race differences (e.g., William Shockley- the unfit poor; Charles Murray-the Bell Curve). Cyber-bullying &amp; control.</p> <p>(interventions: nature as shaper of genetic parameters; physical &amp; mental enhancements; prosthesis; access and use of communications technology</p>	<p>for Micro individual cases &amp; personal deficiencies, and Macro poverty approach for broader regional and social problems</p> <p><b><u>1965 (to 1980)</u></b> Great Society Program to eliminate poverty- Pres. Johnson (Medicare, Medicaid, &amp; social programs)</p> <p><b><u>1980's-</u></b> Focus of President Reagan on economic growth , cutting taxes &amp; deregulation to release the economy, and consequently help the poor, rather than through more than direct subsidies</p> <p><b><u>1996-</u></b> President Clinton- Personal Responsibility &amp; Work Opportunity Reconciliation Act (PRWORA); Temporary Assistance for Needy Families (TANF); Time &amp; situation limited welfare net</p> <p><b><u>2009-</u></b> Pres. Obama- Stimulus program –borrow, bail-out, and pump money to stimulate the economy, avoid depression &amp; create jobs</p> <p><b><u>2012-</u></b> Challenge to transform a post-TANF program in the context of globalization and recession, when job opportunities are rare.</p> <p><b><u>IDEOLOGICAL &amp; PHILOSOPHICAL</u></b></p> <p>1. VIRTUE ETHICS – Aristotle (preserve a policy practitioners character as a good member of society, act with integrity</p>
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ADEQUACY? EQUITY? EQUALITY	
.6 IN WHAT WAY WILL THE POLICY INTERVENTION BE: PREVENTIVE? ALLEVIATIVE CURATIVE	
.7 WHICH STEPS OF SOCIAL PROBLEM ANALYSIS ARE APPLICABLE TO YOUR BILL? IN WHAT WAY?	
.8 WHAT ARE THE VALUES WHICH GUIDE THESE POLICES? ARE THEY INCLUSIVE AND COMPREHENSIVE IN THEIR TREATMENT OF INDIVIDUALS?	
.9 EFFECT OF POLICY ON THE CLIENT	
.10 EFFECT OF POLICY ON CLIENT'S FAMILY	
.11 EFFECT OF THE PROBLEM ON THE COMMUNITY AND ORGANIZATIONS	
.12 HOW MANY WOULD BE AFFECTED BY THIS BILL?	

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APPENDIX 4C FOR LESSON #4

**STAGE #3 Model ORAL ANALYTICAL REPORT:** progress report on legislative dimensions of the bill(s) being followed

NAME(LAST,FIRST \_\_\_\_\_

\_\_\_\_\_ SECTION \_\_\_\_ W# \_\_\_\_\_ DATE \_\_\_\_\_

TEAM presentation will be given by each of the 2-3 members of the Reporting Team. Provide a 5-10 minute ORAL presentation about progress & developments on their Bill(s). Each student in the group WILL distribute a ONE-page progress summary of their research findings to each member of the class at the time of Oral presentation. A completed copy of this sheet may be used for the oral presentation and as an outline for your written research report (25%)

ANALYTICAL , ORAL PROGRESS REPORT, ON THE LEGISLATIVE DIMENSION OF THE BILL(S) BEING FOLLOWED.

.1 What information have you researched on the ecology of this issue in CT?

.2 What legislative change is being proposed in CT. ?

.3 Why is the legislative change being proposed at this time ?

.4 Who is proposing the change in legislative policy? Who is opposed to the change? (force-field analysis)
.5 Which social welfare agencies and policy people are interested in and following and tracking this cluster/ bill?
.6 What CT. legislative and hearing processes & committee structures are relevant in considering and for tracking this issue ?
.7 What are your “talking points” - reasons or rationale for your support or opposition to the policy or legislation ?
.8 Who are your Senator and Representative and what are their positions on this issue ?
.9 How does your investigation of this issue inform and shape your future role of social work advocacy?
.10 What is the relationship of this issue to an ethic of policy-practice , and to practical politics?
.11 Who are other class-team member(s) following this issue with you and what have been their contributions to this analysis?

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**APPENDIX 4D FOR LESSON #4**

**STAGE 4 Model - FINAL AND CUMULATIVE WRITTEN REPORT :**

<b>#1. <u>IDENTIFY THE ISSUE OR SOCIAL PROBLEM (FROM LITERATURE REVIEW, EXPERIENCES, VIEWPOINTS)</u></b> ***** .1 CONCERNS, PROBLEMS, & GRUBLINGS NECESSITATING APPROPRIATE SOCIAL WELFARE POLICY RESPONSE. .2 DISSONANCE .3 WHY DO YOU FEEL THIS ISSUE IS IMPORTANT?	<b>#2. <u>HISTORICAL REVIEW</u></b> ***** .1 RELATE TO EARLIER & CURRENT THOUGHT ON THIS ISSUE	<b>#3 <u>CURRENT STRATEGIES AND/OR PROGRAMS TO DEAL WITH ISSUES</u></b>	<b>#4 <u>SIGNIFICANT POLITICAL ACTION OR STATE BILLS RELATED TO ISSUES</u></b> ***** ***.1 LEGISLATIVE .2 INDIVIDUAL .3 AGENCIES .4 OTHER STAKEHOLDERS	<b>#5. <u>POLITICAL LANDSCAPE</u></b> ***** .1 DIFFERENT VIEWS ON POLICY CHANGES NEEDED .2 DIFFERENT POSITIONS, REASONS & VALUES UNDERLYING THEIR POSITIONS .3 ORGANIZATIONS AND/OR INDIVIDUALS CONCERNED WITH ISSUES	<b>#6 <u>POLICY CHANGES NEEDED</u></b> .1 YOUR COMMENTS ON CURRENT POLICIES .2 YOUR SUGGESTIONS FOR POLICY CHANGES	<b>#7. <u>STEPS SUGGESTED TO ADVANCE POLICY CHANGES</u></b>

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APPENDIX 5A FOR LESSON #5  
RUBRIC FOR PARTICIPATING IN LOBBY DAY

STANDARD S FOR LOBBY DAY 2.1.4 diversity (.1) 2.1.5 rights and justice (.1; .2; .3) 2.1.8 – advocacy. collaboration(.1; .2) 2.1.5 advance human rights and social justice (.1; .2; .3) 2.1.8 engage in practices (.1; .2) .1.4 diversity (.1; .3) 2.1.5 human rights (.1; .2 ; .3) 2.1.8 engage (.1; .2) 2.1.9 respond to contexts (.2) 2.1.5 Advance human rights (.1; .2) 2.1.8 engage to advance socio-economic (.1; .2)	<i>EXCEEDS EXPECTATIONS</i> Exceptional Performance (builds on preceding level) 100 (A+) to 95(A-)	<i>MEETS EXPECTATIONS</i> Professional Performance (builds on preceding level) 94 (A-) to 87(B+)	<i>NEEDS IMPROVEMENT</i> Standard Performance (builds on preceding level) 86(B) to 80(B-)	<i>BELOW STANDARDS</i> Beginning Performance 79(C+) to 68 (D+) % VALUE
1. PARTICIPATION	--participates in Lobby Day  - participates in LWV tour at state Capitol	--participates in Lobby Day - participates in LWV tour at state Capitol OR	--participates in Lobby Day  -does not participate in LWV tour at	--does not participate in Lobby Day at State Capitol on April 9.  --does not participate

		--as a student unable to participate, submits a 5 page report with background information and the voting record of their Senator and Rep. relevant to the bill or similar social welfare issues	state Capitol	in LWV tour on Lobby Day  --as a student unable to participate, does not submit a 5 page report with background information and the voting record of their Senator and Rep. relevant to the bill or similar social welfare issues
2. LETTER TO STATE SENATOR AND STATE REP.	schedules appointments -- hand delivers letters to Reps. or Instructor -- letters to Reps. includes bill advocacy related to human rights & social justice --letters provided to instructor	-- schedules appointments with Reps. -- hand delivers letters to Reps. or Instructor --provides instructor with copies of letters	-- schedules appointments with Reps. --does not hand deliver letters to Reps. or Instructor advocating human rights & social justice	--does not send letter to state Rep and state Senator --does not send nor hand deliver advocacy letter to Reps. or Assistants scheduling an appointment
3. MEETS WITH STATE LEGISLATORS TO DISCUSS SUPPORT FOR BILL AND DELIVERS LETTERS	--- delivers one-page advocacy letters to Reps. and copies to instructor --makes a substantive case regarding proposed legislative bill – relates bill to NASW values (advance social and economic justice)	--meets with both legislators or their assistants  -- hands advocacy letters to Reps. or assistants, and instructor -- makes a weak case in advocacy letter for the bill	--meets with only one State elected official (or assistant)	does not meet with State Senator and State Rep. or their administrative assistants to discuss bill being supported
4. WRITES , SUBMITS AND PRESENTS A TWO PAGE	--does not write a two page report submitted to instructor evaluating	--writes a two-page report submitted to instructor evaluating lobby day experience	--does not write a one-page report submitted to instructor evaluating	--does not write a two-page report submitted to instructor evaluating lobby day experience



TOUR	
COMMENT ON KEYNOTE PRESENTATION BY DR. NANCY HUMPHREY'S	
COMMENT ON PRESENTATION BY GOV. DANIEL MALLOY	
COMMENT ON PRESENTATION BY NASWCT STEVE KARP AND CHRIS LAMONE	
COMMENT ON MEETING WITH YOUR REPRESENTATIVE, SENATOR OR AIDE & PRESENTATION OF LOBBY LETTER	
COMMENT ON OTHER ACTIVITY AT THE STATE CAPITOL	
OVERALL EDUCATION VALUE OF THE LOBBY DAY SESSION	

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EXAM APPENDIX #6



exam questions distributed to students for pre-exam group study, two weeks before the actual

**Exam- The following is the total pool of 10 questions for the exam from which I will select your in-class, mid-term exam questions;**

**1** your in-class, written, mid-term answers for each of the ten questions, should be between ¾ to one page per question. Neither books nor notes will be allowed at the in-class exam;

**2** you will not have a choice of questions to answer on the exam, so prepare to answer all questions.

**3.** The corresponding **chapter listed for alongside each exam question suggests the essential \_ reading information for your answer, but should not be your exclusive source. Refer, where applicable, to the insights from other chapters and your internship experience.**

<p><b>*Q#1(W#1)</b> Discuss the relevance and practical use for you of any <u>two</u> agencies listed in “Programs that Help People in Connecticut,” for gathering additional information about the legislative issue you have selected</p>	<p><b>*Q#2 (Ch. 1 W#2)</b> In what way can policy practice contribute to the improvement of clinical practice and relevance for the consumers in your internship</p>
<p><b>*Q#3 (CH. TWO)</b> Elaborate on two significant historical-time-periods, and discuss why policy practice was particularly significant in social work during that historical period</p>	<p><b>*Q #4 (CH. THREE , W#3)</b> Discuss the relationship between political ideologies and social work policy practice which are of relevance with the consumers in your internship AND/OR with the legislative Bill(s) you are researching.</p>
<p><b>* Q #5 (CH. FOUR , W#3)</b> Discuss three important forces that move and shape policy practice which are of relevant for the consumers in your internship, AND/OR for the legislative Bill(s) you are researching.</p>	<p><b>*Q#6 (CH. FIVE , W#4)</b> Discuss the importance of the NASW professional code of ethics for your social work policy practice which are of particular relevance for the consumers in your internship AND/OR for the legislative Bill(s) you are researching.</p>
<p><b>*Q#7 (CH. SIX, W#4 )</b> Discuss the importance of legislative access and policy practice action of relevance for the consumers in your internship AND/OR for the legislative Bill(s) you are researching</p>	<p><b>*Q#8 (CH. SEVEN , W#5))</b> Discuss two ways the media can be used for advocacy purposes in ways which are of relevance with the consumers in your internship AND/OR with the legislative Bill(s) you are researching</p>
<p><b>* Q#9 (Ch. EIGHT , W#5)</b> Which approach to policy making and stages of policy making do you consider most relevant to advance your Bill (s) selection?</p>	<p><b>* Q#10 (CH. NINE, W#6 )</b> In what way can the ethic of care model be applied to help increase the relevance of care for consumers in your internship and for the legislative Bill(s) you are researching</p>

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APPENDIX #7 Published article by Moses Stambler

**Stambler, Moses. MAT, MSW, MPH, PH.D ( July-September, 2013). Social Work Policy – Practice- See Something, Say Something, and Do Something . *Connections NASW/CT National Association of Social Workers*. p. [www.naswct.org/](http://www.naswct.org/)**

.1 The Social Work profession extends beyond the vocational and includes a personal and professional value commitment to apply skills, dispositions, and knowledge for improving the condition of the disadvantaged and oppressed, of our society. In addition to regular actions by other academic vocation-professions who see something and say something, the profession has a special value driven responsibility and unique opportunity to do something by applying our skills through advocating and lobbying for positive social change.

.2 Social Work incorporates experiences and commitments from two idealistic historical foundations, clinical-practice exemplified by Mary Richmond, and policy- practice exemplified by Jane Addams. Integration of both clinical-practice and policy-practice provides synergistic movement toward positive social change, and advance of ethical objectives in our American pluralistic democracy. We can advance public interests, resources and inclusiveness for disadvantaged people and broader human communities through effective advocacy and shaping of public policy. Also, we can contribute to strengthening national civic ideals and individual rights that we cherish in our society. The joining of clinical-practice to a policy-practice approach increases our ability to bring about desirable personal and social change. Social workers should not abdicate their professional role and capability to advocate and lobby for social justice.

.3 The author's Social Work classes at SCSU include policy-practice courses where students engage in : (a) delineating current proposed legislative bills; (b) viewing and discussing the weekly CT-n T.V. Capitol Reports to become familiar with legislative issues and process; (c) reviewing student selected bills which are related to their current internships; (d) following particular bills of their interest on the internet through ct-n.com; (e) developing an awareness of personal biases; (f) discussion of the force-field and ecological contexts of a bill; (g) contacting social service agencies which focus on the bill's area of interest; (h) analyzing and weighing bills on the basis on how they relate to the Social Work ethics of care; (i) clarifying differences among preventive, alleviative, and curative interventions; (j) applying an ethics of care model of adequacy, equity, and equality; (k) developing sensitivity to policy decisions that affect "who shall live and who shall die"; (l) learning skill development on strategies needed to pass bills in the Connecticut legislative system; and, (m) presenting oral and written reports to the class on the selected bills. In the future, where possible, students will be encouraged to give public testimony at public hearings on their bills.

.4 The policy-practice Social Work courses at SCSU include a focus on preparation courses for vital civic engagement. This is accomplished by the addition of two programs at the General Assembly: a fall Lobby-Training-Day at the Capitol Legislative Office Building prior to the General Assembly session, which is followed by a spring Lobby-Day at the Legislative Office Building, at the same time as the

General Assembly legislative session. These are “rubber hits the road” applications of our policy-practice courses, readings, and internship experiences, increased knowledge of agency legislative agendas and understanding, and political skill training for more effective and continued post-course participation in the policy-practice dimension of Social Work. These additional programs are logical components for shaping of activist social workers and their civic involvement.

.5 The fall Lobby-Training-Day program takes place in the Legislative Office Building and is arranged and run by the NASWCT Executive Director Stephen Karp (MSW) and Director of Political Advocacy, Christine Limone (MSW). It is a preparatory program to activate Social Work students with simulated dynamic interactions in the process and content of legislation, prior to the actual start of the January legislative session. Future Lobby- Day events will incorporate a Legislative Showcase developed at SCSU, at which time a number of social service agencies will be invited to report on their political agendas for the forthcoming legislative session. This is an applied policy-practice model for SCSU students.

.6 The SCSU Social Work Department with support from the NASWCT, conducts a follow-up Lobby-Day program in the spring when the General Assembly is in session. At that time, students have a scheduled meeting with their two State legislators to lobby and present letters to them on the bills they have been following, researching, and writing about in their policy-practice class. This civic engagement activism was initiated and energetically advanced by former Social Work faculty member Dr. Joanne Jennings, who fully appreciated the vital importance of integrating policy with clinical social work in a positive political and supportive legislative policy framework. Dr. Moses Stambler enhanced the program and Dr. Stephen Tomczak is continuing, institutionalizing, and expanding this integration to the MSW level. Governor Dannel Malloy, key social work activists, and highly involved social workers have addressed the Lobby-Day participants over the past three years. Some of the speakers have been politically involved role models such as Rep. Toni Walker (MSW), UConn. Prof. Nancy Humphreys (DSW) and Christine Limone (MSW). They have encouraged a sense of political identification and activism. The Lobby-Day program includes also a one-hour Capitol tour by the League of Women Voters which demonstrate a sense of State civic identification and pride.

.7 The combined policy-practice emphasis of Lobby-Training Day and Lobby Day: integrate the appropriate academic learning experience; provide an organic unity to empower and heighten social worker’s self-perception as a needed and qualified advocate and lobbyist for social work values ; and, unite both clinical and policy practice. Both days are intended to shape the future role and involvement of our social worker interest group as positive legislative advocates and as civic activists who take a seat at the policy table rather than being victimized by being carved up on the table by other interest groups. This unified program approach by the SCSU Social Work Dept. in connection with NASWCT can serve as a model for Social Work programs at other Connecticut Universities, as well.