WEBER STATE UNIVERSITY
Department of Social Work and Gerontology
COURSE OUTLINE FALL 2026
SOCIAL WORK 3500 - SOCIAL POLICY AND SOCIAL WORK PRACTICE



Hello and welcome to my Policy Course! I'm Barrett Bonella (pronounced **Bear**-ette **Bone**-el-la) and I prefer the pronouns he/him, but am also okay with they/them. Feel free to call me Barrett, Professor Bonella, or just Bonella. I have a doctorate in philosophy in Social Work from the University of Utah and have had my LCSW since 2008. Just a warning, I start to feel defensive when people call me "Doctor" because I feel like it puts an artificial barrier between you and I, and I think that makes teaching and learning harder. In any case, if you are reading this, that means you are in one of my favorite classes to teach and I'm excited to take you on a journey through social work policy! You are in for a life changing experience and I'm excited to guide you through this journey. While here, you're going to learn a lot and not feel like you've learned enough. While this class may seem intimidating, I want you to know you are welcome here, you belong here, and if you think about the challenges you've faced before getting here, you'll realize you are capable of making a difference in the world of policy. Below you'll see some vital information about the class.

Course Day/Time/Room	Mondays at 2:30 – 5:10 pm, LH 214
Prerequisites	SW 1010
Credits	Three (3) Semester Hours
Student hours	Mon and Wed 1:00 pm - 2:30 pm, Tue 2:00 pm - 4:30 pm
Student hour location	My personal Zoom number (311-607-2514), or LH 326
Best way to reach me	barrettbonella@weber.edu
Required Texts	Jansson, B. (2020). Social welfare policy and advocacy: Advancing social justice through 8 policy sectors, 2nd ed. Thousand Oaks, CA: Sage Publications or Online Electronic Version. Articles and book chapters as provided in Canvas modules New York Times subscription via accessnyt.com
Other Readings	Kush, C. (2011). *The One-Hour Activist: The 15 Most Powerful Actions You Can Take to Fight for the Issues and Candidates You Care About.* San Francisco, CA: Jossey-Bass Other authors representing the diversity of political thought will also be presented throughout the course. Since I have no love for the academic publishing industry, the most important readings for the course will be made available to you.

I've set up a lot in this course to help you be successful. Here is a list of some of the course features:

Face to Face format with online discussions and pre-recorded lesson plans.
All assignments turned in electronically through Canvas.
Lesson delivery will come through lectures, in class activities, and videos.
Community engagement, meaning you will learn and apply skills to apply in the real world. You'll also have opportunities to reflect on successes and failures of using them.
The opportunity to choose your own project based on your passion and with the guidance of the professor.
The chance to give regular anonymous feedback through Canvas.
More points available than necessary to ace the class.
Easy access to all university resources at your disposal.



COURSE DESCRIPTION AND GOALS

An examination of the major political issues faced by social work as a profession. Examples of challenges and related social, public, and social welfare policies will be identified and studied. Knowledge of local, state, and federal legislation, as well as professional, membership, and international organizations, will assist in the review of lobbying, funding, development, and implementation strategies used in the support of clinical social work practice and meeting human service needs. Methods for political and organizational analysis of processes and policy will be discussed.

At the conclusion of this course, students will:

1. **Understand and communicate policy issues clearly**
    - **a.** Accurately describe how policy influences the way social workers deliver services and engage in policy practice.
    - b. Concisely summarize a social policy using accessible formats (e.g., White Paper).
    - c. Identify the social problem, history, benefits, drawbacks, and stakeholders related to social policies.
    - d. Identify 8 policy sectors that deliver services, resources, benefits, and opportunities to people in the United States.
    - e. Identify 7 core problems that exist in every social welfare policy arena.
    - f. Describe the historical development of social welfare policy and trace the legislative histories, including how racism, sexism, ableism, and ageism affected policy development.
2. **Analyze political power and stakeholders in the policy process**

a. Use power mapping to identify decision-makers, allies, and opponents.
b. Assess leverage points, barriers, and opportunities for influence.

3. **Design and implement a feasible lobbying plan**
    a. Develop phased advocacy strategies grounded in research.
    b. Engage in at least one lobbying activity (e.g., meeting, testimony, letter campaign).
4. **Evaluate advocacy outcomes and reflect on practice**
    a. Assess the effectiveness of chosen strategies.
    b. Articulate lessons learned and implications for future advocacy
    c. Articulate one's personal values to make a difference in society and elaborate on the complexities of what it takes to do so.
5. **Demonstrate professional behavior in advocacy practice**
    a. Work collaboratively in groups or with community partners.
    b. Use evidence-based information and ethical reasoning to guide advocacy.

Accreditation



CORE COMPETENCIES
The Weber State University Social Work Program uses Core Competencies outlined by the Council on Social Work Education (CSWE) in the 2022 Educational Policy and Accreditation Standards (EPAS) as a framework for its curriculum to assess the development of fundamental social work practice behaviors. Course objectives in SW 3500 relate to these Core Competencies as presented in the following table:

Competency	**Course Goals**	**Aligned Assignments**
Competency 1: Demonstrate Ethical and Professional Behavior	5a, 5b	White Paper; Campaign Planning Tool (all parts); Lobbying Activity; Campaign Presentation
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	1a, 1c, 1d, 1e, 1f	White Paper; Campaign Planning Tool (Stakeholders, Barriers, Actions); Lobbying Activity; Campaign Presentation
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice	1f	White Paper; Campaign Planning Tool (Target & Stakeholders); Reflections

Competency 4: Engage in Practice-informed Research and Research-informed Practice	1a, 1b, 1c, 3a, 5b	White Paper; Campaign Planning Tool (Target & Research); Quizzes/Reflections
Competency 5: Engage in Policy Practice	1a–f, 2a–b, 3a–b, 4a–c, 5a–b	White Paper; Campaign Planning Tool (all parts); Lobbying Activity; Campaign Presentation
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	2a, 2b, 5a	Campaign Planning Tool (Power Map & Stakeholders, Allies); Lobbying Activity; Campaign Presentation
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1c, 1d, 1e, 1f, 2a–b	White Paper (Problem Statement, Stakeholders); Campaign Planning Tool (Target, Stakeholders, Barriers)
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	3a, 3b, 5a	Campaign Planning Tool (Actions & Phases); Lobbying Activity; Campaign Presentation
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	4a, 4b, 4c	Lobbying Activity; Campaign Presentation; Reflections

Community Engaged Learning Outcomes

This course has a Community Engaged Learning designation, meaning you will be expected to apply what you learn in the class to the real world. By the end of the course, you should be able to:

1. Describe a community-relevant policy issue, including its context, affected constituencies, and matters requiring further clarification. (Understanding Systemic Issues — Emphasizing)
2. Compare three to five advocacy approaches within existing political and organizational power structures. (Power Dynamics — Emphasizing)
3. Explain at least three connections between social-policy or advocacy concepts and their campaign experience. (Disciplinary Integration — Emphasizing)
4. Demonstrate respect for community knowledge and assets and identify interpersonal or stakeholder dynamics affecting the campaign. (Humility — Emphasizing)
5. Develop a relationship with a community partner or affected constituency, navigate differing perspectives, and co-create shared campaign goals. (Collaboration with Community — Emphasizing)
6. Demonstrate reflection through observation, questioning, analysis, listening, and dialogue throughout the campaign. (Reflexivity — Emphasizing)

7. Participate in community and policy structures to advance public good, improve community well-being, and avoid harm. (Social Responsibility — Emphasizing)

Course Expectations

To do well in this course, I will have the following expectations of you:

- Attend every class you can.
- Let me know if you will be late or must miss class by emailing me **before** class.
- Be present in class and speak your truth.
- Always treat one another with respect, including yourself.
- When people or opinions "get hot," we agree to take some time and space to cool off.
- When people say offensive things, **call them in** (not out) by discussing the impact of their statements. Don't cancel or belittle them because we all make mistakes.
- Cite your sources!
- Do some homework every day.
- Use your strengths, peers, and networks to succeed.
- For every problem you bring up, name at least two potential solutions

Grade Policies

- Earn 1000 points to get full credit.
- More than 1000 points are available, so judge your grade by your points, not what Canvas says your grade is.
- To pass the course, you must earn at least 730 points.
- Your final grade will be awarded according to the following number of points you receive: A 950-1000; A- 900-949; B+ 870-899; B 830-869; B- 800-829; C+ 770-799; C 730-769; C- 700-729; D+ 670-699; D 630-669; D- 600-629; E 0-599.
- All assignments are to be turned in through Canvas.
- Late assignments will be docked 20% once and are available to turn in all semester long.
- I typically offer a grace period of a few hours after the assignment's deadline.
- No work will be accepted after the last day of finals. This is the hard deadline.
- To keep grading fair, I grade through rubrics.
- Major assignments may be re-worked if you are unhappy with the scores.
- Extra credit outside of what's available on Canvas may or may not be an option, depending on the semester.
- Extra credit may be offered for speaking truth to power (Confronting me on my own biases, behaviors, or speech that might make you feel uncomfortable)
- Assignments and grade values:

#	Assignment	Point Values
1	Profile	10
2	Pre/Post Test	40
3	Chapter Reflections/Quizzes (10 @ 20 points each)	200
4	Campaign Planning Tool	180
5	White Paper	200
6	CCEL Report and Feedback	30
7	Attendance	140
8	Campaign Presentation	200
Total		1000

Schedule (subject to change)

Week	Dates	Topic of the Week	Assignment
1	8/24	Introduction, Syllabus Review, Why we study policy, how policy is made, influenced, and analyzed.	**Profile, Pre Test Due**
2	8/31	Policy Purpose and The 8 Core Sectors	**Module 1 Due**
3	9/7	**Labor Day**	
4	9/14	Challenging the status quo, political values	**Module 2 Due**
5	9/21	Policy Advocacy History	**Module 3 Due**
6	9/28	Macro Policy Advocacy- Lobbying	**Module 4 Due**
7	10/5	Mezzo Policy Advocacy- Advocacy Skills	**Module 5, Planning Tool Check-in Due**
8	10/12	Micro Policy Advocacy- Reading Policy	**Module 6 Due**
9	10/19	Safety Net Sector	**Module 7 Due, White Paper Due**
10	10/26	Gerontology Sector	**Module 8 Due**
11	11/2	Policy sector of choice	
12	11/9	Policy sector of choice	
13	11/16	Policy sector of choice	**Policy sector of choice Module Due**
14	11/23	**Thanksgiving Break!**	
15	11/30	Trouble in Tudortown	**Presentations, Campaign Planning Tool due**
16	12/7	Presentations if necessary, Finals week	**CCEL Report and Feedback, Post Test Due. No assignments accepted after the last day of finals**

Everything you need to succeed in one place: https://www.weber.edu/student-access-success





LEGAL DISCLOSURES

Course Ideology

- The lobbying students choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective…or it may have no ideology. Whatever lobbying you choose to do, I will teach you about democracy, power, and how to bring about change.
- Importantly, there is no political indoctrination, as students develop and choose which lobbying issue/campaign to work on, and can change campaigns at any point in the semester.
- Civil disobedience carries significant risk, and you are recommended to avoid such actions during the semester. Find ways to work within the system (for now).
- Projects must align with the NASW code of ethics and values of the profession.

Technology Required for Class

- You'll need a computer for this class to attend live Zoom sessions (if you can't make it to class) and to interact with Canvas.
- You are also recommended to have a functional microphone, webcam, and headphones for such sessions.
- While using a cell phone or tablet will work for Canvas and Zoom, it comes at the expense of many useful features.
- If you need a laptop for this course, you can check one out from the Weber State Library.

Social Worker Code of Conduct

- Social work is a highly respected profession, and the behavior of the students should reflect the future expectations of professional work.
- As such, all social work students are subject to evaluation for professional behavior and written up for violating those expectations.
- After three violations have been made, students may be referred to a community committee to determine appropriateness for continuing in the social work program.
- The behavioral guidelines can be referenced in the Statement of Readiness and the student handbook.

Cancelled Classes

- My goal is 100% attendance and excellent teaching; however, life happens.

- If I need to cancel class unexpectedly, I will inform you through Canvas announcements.
- You should set up announcements so that you can receive them as text messages, giving you as much notice as possible about class cancellations.
- I may use Canvas announcements for other class announcements.

Use of Artificial Intelligence

This course has been designed to help you develop knowledge and gain emerging skills that will be useful to you as workplace professionals. AI tools may be used as an aid in the creative process, but with the understanding that this should be accompanied by critical thinking and reflection. Students who choose to use these tools are responsible for any errors or omissions resulting from their use. They will also be required to provide, as an appendix, the prompts used, the generated output, and a thoughtful reflection on the outcomes. When appropriate, students may also be asked to consider the environmental and social costs of using the tools.

AI use must be documented in an appendix to each assignment where used, using the following format:

Date	AI used	Prompts Used	Outputs Gathered	Reflections on Outputs
[MM/DD/YY]	[Name]	"whatever I typed into the system."	"Whatever the system returns to you."	Review of the output considering accuracy, relevance, etc.

I reserve the right to fail any assignment I believe to be AI-generated without citation.

A Commitment to Academic Freedom

Higher education is predicated on the exchange, vetting, and deliberation of often controversial and unsettled ideas. In this class, for example, we explore how social workers engage questions of justice, race, gender, sexuality, ability, caste, and other politicized issues. We are not here to simply express personal opinions or repeat talking points, but rather to engage a set of ideas and research findings that have a long and complicated history and are therefore subject to ongoing debate. Committed students and scholars can, and do, disagree on the topics we will be discussing.

The syllabus has been designed to bring these controversies and disagreements to the fore. Students are also invited to introduce additional challenges in a serious and open-minded manner.

Such conversations require mutual trust and respect. It is therefore essential that students feel free to express their deeply held views and continually develop their perspectives. This means ensuring that all students and faculty feel included and welcomed to engage in discussion.

Because hateful or discriminatory speech and behavior degrade the possibility for a free exchange of ideas, it will not be tolerated.

Freedom of Speech
The First Amendment to the Constitution of the United States protects against government intrusion on the protected rights of individuals to express opinions, beliefs, and ideas. Expressive activity can take many forms: verbal, symbolic, posters, social media, etc. It is important to note that, subject to certain limitations, including those identified below, speech with which individuals disagree, find offensive, distasteful, or wrong, and even hate speech, may still be protected speech.

As an institution of higher education, Weber State promotes the exchange of knowledge and critical thinking by creating a marketplace of ideas where speech can thrive. Weber State is an open-enrollment institution, centered on access, learning, and community - themes that thrive alongside freedom of expression. This constitutionally protected right is fundamentally and intellectually essential, and although often difficult to navigate, it is something to be celebrated and championed. For more information, see https://weber.edu/legalcounsel/Speech.html

Inclusivity
At Weber State University, we celebrate and value all individuals of any race, ethnicity, gender identity, sexual orientation, religion, marital or parental status, age, disability, veteran or military status, or other identifiers. We demonstrate our commitment by nurturing an inclusive campus and striving to honor a balance between freedom of expression and respect for others. Together, we will continually challenge ourselves and each other in an atmosphere of mutual concern, goodwill, and respect.

Professionalism and Respect
The sense of human dignity and belonging of all members of the Weber State community is a necessary part of a healthy learning environment. Therefore, you should practice civil deportment and avoid treating others in a manner that is demeaning or derisive in any respect. Diverse viewpoints and opinions are welcome in this class, and we will practice the mutual deference so important in the world of work when expressing them. Thus, while I encourage you to share your opinions, you will be expected to do so in a manner that is respectful towards others.

Americans with Disabilities Act
If you require accommodations or services due to a disability, please contact Disability Services (DS) in room 181 of the Student Services Center (Ogden campus) or room 262 Building D2 (Davis Campus). Disability Services can arrange to provide course materials (including this syllabus) in alternative formats upon request.

This course utilizes a variety of digital materials, including websites, PDFs, and multimedia. I am committed to providing digitally accessible content for all students. If you encounter any barriers to access, please notify me immediately.

Core Beliefs
According to the student code (PPM 6-22), you are to determine before the last day to drop courses without penalty if any course requirements conflict with your core beliefs. If, after reading the syllabus and class program, you expect such a conflict, you should consider withdrawing from the class. If you find this solution unworkable, you may request a resolution from the instructor. This policy does not obligate the instructor to grant your request, except in those cases when a denial would be arbitrary and capricious or illegal. You need to make this request to the instructor in writing and with a copy to the department chair. Your request must explain the burden the class requirement would place on your beliefs. If you are not satisfied with the instructor's resolution, you can voice a complaint, petition for a change, or make an appeal through the student petition, complaints & grievances process.

Harassment, Discrimination, and Sexual Misconduct
Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, national origin, pregnancy, and pregnancy-related conditions such as childbirth, false pregnancy, miscarriage, abortion, or related conditions, (including recovery), genetics, disability (see PPM 3-34), religion, sex, sexual orientation, gender identity/expression, veteran, active military status, age (over 40 in employment discrimination), and other classifications protected by law. If you have questions regarding the university's policy against discrimination and harassment, or if you have questions about reporting discrimination or harassment, you may contact the university's AA/EO office

FERPA Rights
Under the Family Educational Rights and Privacy Act (FERPA), the federal law that governs the release of and access to student educational records, certain rights are given to students related to the management of their records. These rights include, 1) the right to inspect and review your educational record, 2) the right to request an amendment of your education record if you believe that it is inaccurate or misleading, and 3) the right to consent to the disclosure of personally identifiable information contained in your educational record, except to the extent that FERPA authorizes disclosure without consent.
The following directory items may be available to the public, if requested, unless otherwise deemed confidential by the student:

- Name, address, and telephone number
- Dates of attendance
- Major (program of study)
- Degrees received
- Honors received
- Full-time/part-time status
- Videos used for educational purposes at WSU

For more information regarding your FERPA rights, please visit https://www.weber.edu/registrar/FERPA.html

Student Responsibilities
As a student at Weber State University, you are expected to act responsibly and appropriately as you attend a public institution of higher education. When you enroll as a student at WSU, you agree to abide by the standards of appropriate and responsible behavior outlined in the student code (PPM 6-22). This applies to your behavior as an individual when participating in group settings on campus and if you represent Weber State University at an off-campus event. Choosing to ignore these important student responsibilities could result in university disciplinary actions.

Threatening Behaviors
Threatening behavior is deliberate, hostile conduct that would cause a person to fear injury or harm. It includes aggressive actions such as yelling, kicking, insulting, demeaning, bullying, intimidating, pounding on desks, slamming doors, blocking or cornering, and issuing threatening or disparaging voice-mails, e-mails, or other written intimidating remarks. Threatening behavior will not be tolerated in this class. If you've been exposed to threatening behavior, contact the office of the Dean of Students.

Academic Honesty
As part of the student code (PPM 6-22), you are expected to be academically honest and ethical. Academic dishonesty includes cheating, plagiarism, collusion, falsification, giving, selling, or receiving unauthorized course or test information, using an unlawful resource, or copyright infringement (PPM 6-22.6.4.2). Academic dishonesty can have serious consequences, including a verbal or written warning, reprimand, probation, suspension, expulsion, and additional sanctions included in PPM 6-22.6.5.

Recording
The university prohibits students from recording class lectures unless the faculty member grants explicit permission (PPM 6-22.6.6). Any lectures recorded and posted on Canvas or shared to your Weber State University student email are for the exclusive use of students enrolled in the class and may not be shared without previous authorization. Violations will be referred to the Dean of Students for adjudication under the student code (PPM 6-22).

Video Conferencing
If the class needs to be held virtually due to campus closure, sickness, or any other appropriate reason, you will receive a notification from your instructor via Canvas. Remember that attendance is just as important virtually as in the face-to-face option. During video conferencing, be present, avoid multitasking, and wait for your turn to speak and/or contribute to the class discussion. Be courteous and respectful of your classmates. As stated in the class recording policy, you may not record any segments and/or the full class unless you have authorization from the instructor. If you do not have the technology necessary for video conferencing, contact your instructor as soon as possible. This policy also applies to virtual office hours.

  

You Made It This Far…

That means you can finish. Many of us, myself included, experience imposter-phenomenon where we don't feel like we deserve our position or are afraid of being found out as an intellectual fraud. This often happens when we give ourselves unrealistic standards or feel overwhelmed. It can also happen if we experience stereotype threat, where the fear of acting like a stereotype of your group might make you overthink and start acting like the stereotype. These are normal experiences in college, but they are a form of unnecessary suffering. The reality is **you belong here**. Consider all you've accomplished to get here. Consider how much work you've put into your education. There is no reason that person can't make it through this semester. You got this, and when you think you don't, you have your professor and the rest of the class to support you. In this class, you are welcome and encouraged to be yourself, flaws and all. The goal in this class is not perfection, but progress. Give up on perfection. It's boring anyway.

ASSIGNMENTS

Profile (10 Points)

Purpose	This assignment is to help me get to know you and learn your name. I believe this will help the learning environment.
Task	1) Click on your image right underneath the WSU Online logo in the upper left corner of Canvas, 2) Click on Profile, then edit profile 3) Click on the image section and upload a recent photo of yourself. 4) Add a brief introduction to yourself, including why you are studying social work and what you want to do with your degree. 5) Save the changes and submit a link to your profile for the assignment. 6) You can also just copy and paste your introduction. 7) Bonus point if you add your pronouns to the system.
Criteria	The photo should be professional and only include yourself. Your face should be clear, recognizable, and fill about 75% of the image space allowed (think a close-up selfie). The introduction should be brief, professional, and memorable.

Pre/Post Tests (40 points)

Purpose	This assignment helps me get to know how much you know about social work policy practice, and helps me understand how much you learned in the class. This is an essential part of evaluating the effectiveness of my teaching.
Task	1. For the Pre-test, write a paragraph about what you think about social work policy practice and why. 2. Submit the paragraph in the corresponding discussion thread. Note that your peers will be able to see what you have submitted. 3. For the Post-test, write a paragraph that describes what you used to think about social work policy practice, what you now think, and how your thinking has changed.
Criteria	Your tests are not graded on being "correct." They are graded on an honest effort to describe what you know.

Reflections (10 at 20 points each, 200 total points)

Purpose	These assignments are to create a record of your experience in this class and help you reflect on what you are learning. It also ensures that you are thinking about your project and applying the materials to it. Finally, it helps me ensure you are doing your reading and gives me an idea of how you are grasping the material.
Task	There are 14 Reflections available; you can do 10 quizzes, 10 discussions, or a mix of both. For each entry, 1) Read the indicated readings, 2) Respond to the prompts, 3) Give an update on how what you're reading relates to your project (recommend submitting your Campaign Planning Tool for input).
Criteria	Reflections should be well-written, but reflective in nature. Reflections on your project progress should discuss how the readings impact your project.

Quizzes (10 at 20 points each, 200 total points)

Purpose	These assignments are to create a record of your readings and ensure that you are grasping the materials from the textbook. They also serve as a study guide to the text.
Task	There are 14 Quizzes available; you can do 10 quizzes, 10 discussions, or a mix of both. For each quiz, 1) Open your textbook, 2) Read the question in the quiz, 3) Seek out and provide the best answer.
Criteria	Answer the multiple-choice questions correctly. These quizzes are open-book, multiple-attempt, and keep-the-best-score quizzes. Quiz questions will likely change on each repeated attempt.

Campaign Planning Tool (180 points) Due Twice: Halfway and at the end of the semester

Purpose	The purpose of the organizing tool is to help guide you through the process of researching, organizing, power mapping, planning, and developing strategies towards succeeding in changing a policy. Additionally, it gives you a chance to reflect on what you learned through the process of advocacy to maximize your takeaways from the project.
Task	1) Identify a salient issue directly related to people you know and talk to. 2) Organize a group that is willing to offer its strengths towards a political campaign to address the issue. 3) Fill out the worksheet and submit it once halfway through the semester, addressing the first nine sections of the plan. 4) Edit and adjust plans regularly according to feedback. 5) Use the tool to enact your campaign, reporting back and editing it regularly. 6) Turn in a final version on Canvas at the end of the semester.
Criteria	Each section of the plan is filled out and regularly adjusted as the semester goes on. There will be opportunities to work on the assignment in class each week.

White Paper (200 points)

Purpose	The goal of this assignment is to produce a short, clear, and well-researched policy summary that can be understood by both policymakers and the public. You will model your format on the *Family Security Act* one-pager, but expand to no more than two pages. This paper will serve as the foundation for your lobbying plan and campaign presentation.
Task	1. Select Your Policy Issue a. The policy must be an actual bill, ordinance, regulation, or executive order at the local, organizational, state, or federal level. b. It must connect to a social work-relevant sector (e.g., safety net, gerontological, healthcare, mental health, child and family welfare, education, criminal justice, or global). 2. Research Your Policy a. Use at least 3 credible sources (e.g., government reports, reputable news outlets, scholarly articles, nonpartisan policy centers). b. You may include stakeholder websites for advocacy positions, but you must balance them with nonpartisan information. 3. Format Requirements a. Length: 1–2 pages, single-spaced, 12-point font b. Headings & Bullet Points encouraged for clarity c. Sections to Include: i. Policy Title & Status – Name, bill number (if applicable), legislative stage

	ii. Overview – What the policy does in plain language iii. Problem Statement – Who is affected, why it matters, and key data/statistics iv. Proposed Solution – How the policy addresses the problem v. Benefits & Potential Drawbacks – Intended outcomes, possible unintended consequences vi. Who Supports / Who Opposes – Key allies, opponents, and their reasons vii. Costs / Funding – How it's paid for or budget implications viii. Contact Points – Main decision-makers and stakeholders 4. Clarity and Accessibility a. Avoid jargon; write for a general audience. b. Use visuals if helpful (e.g., charts, infographics).
Criteria	The final product should be a clean, well-organized, easy-to-read document that can easily be read and understood by the general public and politicians. It should have a clear line of reasoning from the problem to the solution, and everyone likely to be involved in making the solution a reality. Additionally, it will be judged on how well the paper: States the policy name, type, and status, Defines the problem with clear data and relevance to social work, Explains how the policy addresses (or fails to address) the problem, Identifies intended outcomes and possible risks, Lists key allies and opponents and their positions, Explains funding sources or budget impacts, Uses at least 3, correctly cited and credible sources, and is organized, easy to read, and free of jargon.

Campaign Presentation Assignment (200 points)

Purpose	This presentation is your opportunity to tell the story of your advocacy campaign. You will draw on your White Paper, Campaign Planning Tool, and lobbying activity to create a narrative that shows: ● What policy you addressed, ● How you planned your campaign, ● What you actually did, ● What happened as a result, and ● What you learned from the process.
Task	Create and deliver a **10–15 minute presentation** (PowerPoint, Google Slides, Prezi, or similar). Your presentation must include: **1. Introduction & Narrative**

	a. Introduce your policy issue and why you chose it. b. Tell the "story" of the problem, affected populations, and values at stake. **2. Summary of the Campaign Plan** a. Key highlights from your Campaign Planning Tool: b. Target decision-makers, power map, stakeholders, barriers, and allies. c. Phases of the campaign and strategies you intended to use. **3. Lobbying Activity & Accomplishments** a. Describe the action(s) you carried out (e.g., meeting, testimony, email campaign, organizing). b. What actually happened? What impact did it have (big or small)? **4. Reflection & Evaluation** a. What did you learn about advocacy, power, and social work practice? b. What worked well? c. What would you do differently next time? d. How does this connect to your professional values and development? **5. Format Requirements** a. Group or individual presentations allowed (max 3 in a group). b. 10–15 minutes, with all group members speaking. c. Slides should be clear, visually organized, and concise (bullet points, not paragraphs). d. Must include references (APA style, small font acceptable).
Criteria	Clearly explains the social problem, history, populations affected, and values at stake. Accessible and engaging "story" that frames the campaign. Summarizes targets, power map, stakeholders, barriers, allies, and phased strategies. Shows understanding of political context. Describes action(s) taken and their outcomes. Realistic appraisal of accomplishments, even if limited. Reflects on what was learned, effectiveness of strategies, what could be improved, and connections to personal/professional values. Clear, organized, visually engaging, and stays within 10–15 minutes. All members participate (if group). Draws on research and data from White Paper and Campaign Planning Tool. Cites sources in APA style.

Attendance (140 Points)

Purpose	To keep a record of your presence in class, for you to hear from your classmates, for you to contribute to classroom dynamics, and to build your network with your peers.
Task	Show up to class Or Respond to the attendance discussions.
Criteria	Showing up and speaking your truth is enough. Otherwise, responses to the attendance discussions should be thoughtful. The attendance discussions do have due dates, but if you attend class, you do not have to respond to them. If you don't like having a list of overdue assignments in Canvas, you can dismiss them by simply replying "in class." Note that the attendance discussions do not have points associated with them, and all responses will get a 0. If responded to, your attendance marker will change. Zoom is offered as an emergency option for people to attend online when life happens; however, to be admitted to the Zoom, you must have sent an email letting me know you will need it before class. There will be days and situations where missing class will not have an option to make it up.