HUSV 95 Course Outline as of Summer 2022

CATALOG INFORMATION

Dept and Nbr: HUSV 95 Title: ADVOCATING SOCIAL CHANGE
Full Title: Advocating for Social Change
Last Reviewed: 12/12/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	COUN 95

Catalog Description:
This course is designed to prepare students to perform advocacy work at the community, legislative and legal levels. Contemporary social, political and economic issues will be discussed with special emphasis on the examination of social service issues and programs. How to influence social policy will be introduced. Essential skills and knowledge of the advocacy process for effective change will be developed using the Social Change Model of Leadership Development.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100 and Course Completion of COUN 90 and COUN 74

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to prepare students to perform advocacy work at the community, legislative and legal levels. Contemporary social, political and economic issues will be discussed with special emphasis on the examination of social service issues and programs.

How to influence social policy will be introduced. Essential skills and knowledge of the advocacy process for effective change will be developed using the Social Change Model of Leadership Development. (Grade Only)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100 and Course Completion of COUN 90 and COUN 74
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**			Effective:	Inactive:
CSU GE:	**Transfer Area**			Effective:	Inactive:
IGETC:	**Transfer Area**			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1999	Inactive:	
UC Transfer:		Effective:		Inactive:	

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Demonstrate the ability to develop an advocacy plan of action at either the local or state level.
2. Identify and explain the purpose and benefits of advocacy work for the individual, the community and social change.

Objectives:
Upon completion of this course, the student will be able to:
1. Analyze the historical development, mission and philosophy of advocacy.
2. Evaluate the role of advocacy and the principles that guide advocacy practice for social change.
3. Analyze the different motivations for advocacy and discuss the value in doing advocacy work.
4. Explore and understand the Social Change Model of Leadership Development.
5. Compare and contrast the common challenges to the advocacy process and develop strategies to overcome them.
6. Evaluate ethical issues and ethical dilemmas.
7. Evaluate the contexts of agency, community, legislative and legal advocacy.
8. Examine the techniques for identifying advocacy issues and the skills needed to engage in successful advocacy practice.
9. Demonstrate the ability to identify the problem and create an advocacy-based plan of action.
10. Examine and evaluate multiple community agency programs and services.
11. Examine inequality in social systems and cultural groups.

Topics and Scope:

I. Historical Development of Advocacy in the U.S.
   A. Definition
   B. Mission of advocacy
   C. Philosophy of advocacy
II. Role of Advocacy in Human Services
   A. Principles of advocacy
   B. Motivations for advocacy
   C. Value of doing advocacy
III. Challenges and Barriers in Advocacy
   A. Barriers in the practice of advocacy
   B. Strategies to overcome barriers
IV. Ethical Issues in Advocacy
   A. Code of ethics
      1. National Association of Social Workers (NASW)
      2. National Organization for Human Services (NOHS)
   B. Ethical dilemmas
V. Concepts of Agency, Community, and Legislative and Policy and Advocacy
   A. Role of the human service worker and advocate
   B. Strategies for affecting policy and legislative change
VI. Human Services in a Cultural Context
   A. Issues of discrimination based on class, disability, race, gender, religion and/or sexual orientation as they relate to inequality within social systems.
   B. Appropriateness, effectiveness, access and adequacy for cultural groups.
VII. Social Change Model for Leadership Development
   A. Principles and Practices
   B. Seven (7) Values of Change

Assignment:

1. Read one chapter per week from the textbook and assigned supplemental readings (50 - 30 pages per week).
2. Four essays (2 pages each):
   a. Personal Story of Change, Leadership & Advocacy
   b. Agency - Vision, Mission and Policy Analysis
   c. Plan of Action for Personal Change
   d. Interview with Government Official or Review of Government Meeting
3. Mid-term paper on team project progress and plan of action (2-3 pages)
4. One oral presentation on the group advocacy project.
5. Final exam on lectures, reading, concepts and terminology (multiple choice, true/false, fill in, short answer).
6. Participation in class

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essays and Mid-term Paper	Writing 60 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Final exam: multiple choice, true/false, fill in, short answer	Exams 20 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

Oral report, class participation	Other Category 20 - 20%

Representative Textbooks and Materials:
Leadership for a Better World: Understanding the Social Change Model of Leadership Development. 2nd ed. Komives, Susan and Wagner, Wendy. Jossey-Bass. 2016