



## **Syllabus**

### **SCHOOL OF HEALTH AND SCIENCES HSVC 420: Advocacy for Diverse Communities**

5 Credits  
Effective: Fall 2017/2018

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

Community organizing and advocacy are strong traditions in the human services professions, incorporating many means of working within and through larger systems on behalf of client groups. This course covers the role of the human services professional in working with communities. Identifying and assessing community needs and developing a community advocacy plan are core functions of human services professionals, as well as the identification and preparation of grants to assist in service delivery to communities.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **COURSE OUTCOMES**

In this course, learners:

- Analyze the basic principles of community organizing and advocacy, including ethical and legal considerations.
- Assess the human-services related needs of a specific community group or service population.
- Determine and defend the most effective means of advocacy for diverse communities.
- Explore opportunities to obtain external support for community services, such as private and public grant funding.

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Community advocacy
- Community Needs Assessment
- Ethical considerations
- Grant writing
- Legal considerations

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Instructor Determined Assignments	20%
Community Needs Assessment	30%
Community Advocacy Plan	30%
Letter of Intent	20%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Instructor Determined Assignments

The instructor will determine a set of assessments that are tailored to the needs of the class, including participation and discussion activities. For students taking the course online, to provide a structure for balanced participation and maximize the benefit of the discussion activities, students are required to follow these guidelines for online discussion activities: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes). 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week. 3) Respond to any questions the instructor has regarding your original post by the end of the school week.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Quantity of Responses	15%
Timeliness of Responses	15%
<b>TOTAL</b>	<b>100%</b>

### Community Needs Assessment

Students will select a specific community with a need related to human services. It could be a specific ethnic group; a neighborhood; or a group characterized by age, gender, or a specific challenge it is facing. Then, they will develop a needs assessment tool that is relevant to the group and the problems the group is facing. The student will also develop an action plan for how they will implement the community needs assessment, including any particular challenges they might encounter conducting the assessment. They will write a 7-9 page paper that provides the following analysis and evaluation: 1) A detailed description of the community or group; 2) An overview of the problem the group is facing and the segment of the community it affects. This section includes a specific description of the problem (e.g., teen pregnancy), its scope and significance. Students should include available statistics or other information that is appropriately cited and referenced to support their claim that the problem is significant. 3) Develop a community needs assessment tool or tools to use with the community group that will provide information

regarding the nature of the problem, its likely causes, and possible solutions. This should include a list of assessment questions that would be appropriate for the community and the problem. 4) A detailed plan for how the student will carry out the needs assessment, including how participants will be identified, what methods will be used, what existing data is already available, what resources are needed to carry out the assessment. 5) An analyses of challenges that might be encountered in conducting the assessment and how the student will address these challenges.

In their papers, students should combine their own thoughtful analysis with ideas and information found in 4-6 sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Assess community needs	35%
Organization and Coherence	20%
Style and Mechanics	15%
Evidence and Support	30%
<b>TOTAL</b>	<b>100%</b>

#### Community Advocacy Plan

Students will use the specific community with a need related to human services that they identified in the Community Needs Assessment assignment. They will construct a plan for advocacy to meet that need, including a description of the community, the need being addressed, at least three means of advocacy on behalf of the community (such as advocacy with specific health care providers, with government agencies, and/or with community leaders), and a recommendation for the most effective means of advocacy (a community group providing translation services, for example).

The paper with these elements will be seven to nine pages. In their papers, students should combine their own thoughtful analysis with ideas and information found in a minimum five authoritative sources, such as peer-reviewed journal articles, governmental web sites, and information published by established experts. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Determine effective advocacy	25%
Define advocacy principles	25%
Organization and Coherence	15%
Style and Mechanics	15%
Evidence and Support	20%
<b>TOTAL</b>	<b>100%</b>

### Letter of Intent

Students will identify and briefly describe a potential grant opportunity from a public or private funding source, and write a letter of intent proposing a project that could be funded by that grant source. The letter does not have to be delivered; a grant opportunity used for this assignment could be current or past, as long as it is relevant to the student's interests. The letter of intent must be responsive to the grant conditions; the student's submission must include the grant's requirements. In addition to letter of intent, students will submit a one- to two-page reflection paper on the process of selection of a potential grant opportunity.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Reflection on the process	30%
Evidence and Support	30%
Style and Mechanics	20%
Organization and Coherence	20%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

LATE ASSIGNMENT

### **Participation**

PARTICIPATION

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City

University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.