Advancing Practice: Advocacy with Marginalised Groups

7.1	Module Overview								
Module Number		**Module Title**	Advancing Practice: Advocacy with Marginalised Groups						
Stage of Principal Programme			Award	Semester	2	Duration. *(Weeks F/T)*	12	ECTS	5
Mandatory / Elective (M/E)	E	**Hours of Learner Effort / Week**	2						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	101
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Politics, Sociology, Social Science or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2	Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO **On completion of this module a learner will be able to:**		**Related MIPLO #**
1.	Apply the principles and ethics of advocacy to professional Social care practice.	1
2.	Have an ability to demonstrate an integration of knowledge into professional practice responses that promote social inclusion for individuals and marginalised groups.	6
3.	Understand how to transfer specialized advocacy skills into social care practice at local and national level.	7
4.	Be able to advocate successfully on behalf of themselves and others within a code of practice for advocacy.	7

7.3 Indicative Module Content, Organisation and Structure

Effective community, voluntary and non-profit work involves knowledge, skills and competence in many areas. Familiarity with systems and legislation will enhance the promotion of social justice and equality, which underpins this module and will be an added dimension to this degree programme.

Module Aims & Objectives:
The module aims to introduce learners to the principles and practice of advocacy. The module will identify the principles and ethics of advocacy and explore their practical application. The set of skills required for advocacy work will be a key focus.

Indicative Module Content:
- The Fundamentals of Advocacy in Health and Social Care
- Leading Advocacy with Social Justice and Human Rights
- Advocacy - legislative framework
- Models, Ethics and Principles of Advocacy.
- What is will and preference?
- Skills, knowledge, and competencies for effective advocacy

The module is informed by the online learning course is hosted on HSELanD in the course catalogue 'Health & Social Care Professionals'.

This module will be informed by Case Studies and Guest Lectures from Advocates across a range of sectors and areas (LGBTQ+, Feminist, Civil and Political Rights, Anti-racist, Disability, Traveller, Legal).

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The module assessment strategy is based on a balance between theoretical and practical learning; building knowledge, skills and competencies relevant to advocacy, equality and human rights along with, critical analysis, independent argument and presentation skills. Learners will be provided with opportunities to discuss and consider the theories presented in the context of their experience and knowledge of advocacy and case studies.

Small group teaching, facilitation and role-play will be used to encourage learners to fully engage with the material. Best practice approaches to Advocacy work and the skills and knowledge required will be strongly emphasized throughout the module with active teaching strategies employed. Learners will be given a platform to voice their own lived experience of using an advocate or acting as an advocate and be able to critique that experience. Learners can also engage with experienced Advocates across a range of sectors and areas (LGBTQ+, Feminist, Civil and Political Rights, Anti-racist, Disability, Traveller, Legal).

Project Case Study (80%): Learners will be asked to review a case study on an advocacy issue and assess the rationale and application of the principles that underpin the national standards for health and social care services (below). (MIMLOs 1, 2). Develop an outline for an advocacy project in an organisational setting, covering a specific range of criteria central to the advocacy process (MIMLO 3).

Principles to underpin national standards for health and social care services.

Presentation (20%):
With reference to their chosen case study, learners are asked to design and deliver a ten-minute presentation of the proposed project for discussion. Leaners will be expected to demonstrate an ability to develop learned responses and theory in the context of professional practice (MIMLO 2, 3), and relate this to the principles, ethics and code of practice for advocacy (MIMLO 1, 4).

7.7	Summative Assessment Strategy for this module	
MIMLOs	*Technique(s)*	*Weighting*
1-4	In-class presentation	20%
1-3	Project Case Study	80%

7.8	Sample Assessment Materials

Project Case Study
Learners will be asked to present a case study on an advocacy issue and assess the rationale and application of the principles that underpin the (HIQA, 2023) national standards for health and social care services. (MIMLOs 1, 2).

Learners will be asked to outline the various types of advocacies while naming the type of advocacy that would be appropriate in a case study which will be given to the learners. Part of the assignment will reference a professional code of ethics in carrying out any advocacy work. Learners will be required to write a proposal for establishing an Advocacy project within a organisation/workplace setting. Learners are free to decide on the individuals/group that may need advocacy support under the following guidelines: Introduction; Review of Advocacy Models; Advocacy Project Proposed; Skills Required; Essential Values informing the project; Conclusion.

Presentation (20%)
With reference to their chosen case study, learners are asked to design and deliver a ten-minute presentation of the proposed project for discussion. Leaners will be expected to demonstrate an ability to develop learned responses and theory in the context of professional practice (MIMLO 2, 3), and relate this to the core principles of advocacy work. (MIMLO 1, 4).

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:
Cohen, D., de la Vega, R. and Watson, G. (2001) *Advocacy for Social Justice: A Global Action and Reflection Guide*. USA: Kumarian Press.
Comhairle / Weafer Associates (2003) *The Jigsaw of Advocacy.* Dublin: Comhairle.
Harvey, B. (2008) *Working for change; A guide to influencing policy in Ireland*, (3rd edition). Dublin: Combat Poverty Agency.
HIQA (2023) The Fundamentals of Advocacy in Health and Social Care [Available at: https://www.hiqa.ie/sites/default/files/2023-03/The-Fundamentals-of-Advocacy-in-Health-and-Social-Care.pdf
Tufail, J. and Lyon, K. (2007) *Introducing Advocacy: The first book of Speaking Up – A plain text guide to Advocacy*. London: Jessica Kingsley Publishers.

Indicative Other Reading:
Bateman, N. (2000) *Advocacy Skills for Health and Social Care Professionals*. London: Jessica Kingsley Publishers.
Flynn, E. (2010) A socio-legal analysis of advocacy for people with disabilities – competing concepts of 'best interests' and empowerment in legislation and policy on statutory advocacy services, *Journal of Social Welfare & Family Law* Vol. 32, No. 1, March 2010, 23–36.

Online Resources:

Clinical Center for the Study of Development and Learning – *Speak Up Guide, Self-Advocacy and Self-Determination* - STIR – Steps Toward Independence and Responsibility.

Websites:
Advocacy Initiative: http://www.advocacyinitiative.ie
Citizens Information: www.citizensinformation.ie
Self-Advocate: www.self-advocate.org
Teaching Self-Advocacy: https://teachingselfadvocacy.wordpress.com/additional-resources/teaching-effective-communication-skills-for-self/
Global Leadership Foundation: https://globalleadershipfoundation.com/assets/files/2013/04/Choosing-strategies-for-change-KOTTER.pdf