

Advocacy Skills in Practice

| Section A: Headline Information | |
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| Module title | Advocacy Skills in Practice |
| Module NFQ level (only if an NFQ level can be demonstrated) | 8 |
| Module number/reference | TBC |
| Module Co-ordinator | Stephanie McDermott |
| Parent programme(s) | Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies. |
| Stage of parent programme | Stage 2 |
| Semester (semester1/semester2 if applicable) | Semester 2 |
| Module credit units(FET/HET/ECTS) | ECTS |
| Module credit number of units | 5 ECTS |
| List the teaching and learning modes | Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board |
| Entry requirements (statement of knowledge, skill and competence) | For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations. |
| Pre-requisite module titles | Introduction to Advocacy (Semester 1) |
| Co-requisite module titles | N/A |
| Is this a capstone module? (Yes or No) | No |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) | Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. |
| Maximum number of learners per module | 25 |
| Duration of the module | 1 Semester: 12 weeks |
| Average (over the duration of the module) of the contact hours per week (see * below) | Average: 2 hours per week. 1 hour lecture = 12 1 hour tutorial/workshop = 12 |
| Module-specific physical resources and support required per centre (or instance of the module) | Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement. |
| Analysis of required learning effort | |
| *Effort while in contact with staff | |

| Classroom and demonstrations | | Mentoring and small-group tutoring | | Other (specify) | | Directed e-learning (hours) | Independent learning (hours) | Other hours (specify) | Work-based learning hours of learning effort | Total effort (hours) |
|--|-------------------------------|------------------------------------|-------------------------------|------------------------------|-------------------------------|--|--|-----------------------|--|----------------------|
| Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | | | | | |
| 12 | 1:5 | 12 | 1:5 | | | | 101: Research: 21 Portfolio: 50 Personal Reflection: 10 Presentation: 20 | | | 125 hours |
| Allocation of marks (within the module) | | | | | | | | | | |
| | | | | Continuous assessment | Supervised project | Proctored practical examination | Proctored written examination | Total | | |
| Percentage contribution | | | | 100% | | | | 100% | | |

| Section B: Module Descriptor | |
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| Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs | Building on the 'Introductory to Advocacy' module in semester 1, this module will move closer to increasing skills in defending the rights of individuals. It will work on enhancing advocacy skills among the participants in the module. Thus ensuring that groups and individuals who face discrimination and a denial of their rights will potentially receive full impartial advice, information and assistance within a framework of professionalism and social justice. |
| Module Aims and Objectives | The module aims to provide learners with increased opportunities to develop and practice their advocacy skills. It will offer learners the opportunity to appropriately challenge prejudicial and discriminatory behaviour in oneself, potential clients, service sector, institutions and work places. |
| Minimum Module Learning Outcomes | On completion of this module learners should be able to: <ul style="list-style-type: none"> 1. Outline the emergence of advocacy in Irish social policy and examine the current structures and delivery of advocacy services. (MIPLO 3) |

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| | <ol style="list-style-type: none"> 2. Understand the role of Advocacy in articulating and acquiring rights in practice. (MIPLO 5,6) 3. Assess how advocacy can be used to promote social inclusion and mainstreaming for a range of marginalised groups in society. (MIPLO 7) 4. Further develop the skills required for effective advocacy including responses to ethical dilemmas. (MIPLO 8) |
| Information Provided to Learners about the Module | <p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p> |
| Module Content, Organisation and Structure | <ul style="list-style-type: none"> • Rights of people regardless of their presentation, behaviour or status. • Inclusive, sensitive and culturally appropriate language. • Advocacy skills through participation in exercises, simulations etc. • Effective listening and feedback skills in range of query situations. • Assess the importance of advocacy in the work of civil society organisations. • Non-judgemental, pertinent information and advice in role play. • Principles of good practice in information provision e.g. Confidentiality, boundaries etc. • Legal frameworks, human rights and social justice. |
| Module Teaching and Learning Strategy | <p>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 emphasized throughout the module with active teaching strategies employed. Rights, legal frameworks and social justice will feature strongly in this module.</p> |
| Work-Based Learning and Practice-Placement | N/A |
| E-Learning | <p>The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners.</p> |
| Specifications for Module Staffing Requirements | <p>One lecturer. Practitioners may be invited to present case studies and experience to the class.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:25.</p> |
| Module Summative and Formative Assessment Strategy | <p>This module will be assessed by one assignment forming three sections:</p> <ol style="list-style-type: none"> 1. Portfolio (50%) 2. Presentation (30%) 3. Personal Reflection (20%) |

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| <p>Sample Assessment Materials</p> | <p>Portfolio (50%) – to be comprised of four sections to assess competences required for effective Advocacy</p> <ul style="list-style-type: none"> - Section 1 - Practical Skills (Key advocacy skills, negotiating, communication, listening, research) - Section 2 – Partnership Skills (Collaborative, cooperation, ability to compromise, garnering support, lobbying) - Section 3 – Personal Abilities (enthusiasm, resilience, focus, confidence, professionalism, self-awareness) - Section 4 - Knowledge and Understanding (expertise of local and national policy contexts, human rights and equality legislation, legal frameworks) <p>Presentation of Portfolio (30%) (in class)</p> <p>Personal Reflection (20%) - to be included with the portfolio. Should make reference to what learners have learned about themselves, their experience of the module, challenges, how challenges were overcome and their thoughts on their role as an advocate.</p> |
| <p>Reading Lists and Other Information Resources</p> | <p>Essential Reading: Advocacy Capacity Assessment Tool (2014). (ACAT) Developed to assess Civil Society organisations on a range of key capacities for effective advocacy http://www.dcr-africa.org/Uploaded_files/Zelf/advocacy-capacity-assessment-tool-acat-english.965a03.pdf</p> <p>Bateman, N. (2000) <i>Advocacy Skills for Health and Social Care Professionals</i>. London: Jessica Kingsley Publishers.</p> <p>Citizens Information Board: www.citizensinformationboard.ie</p> <p>Cohen, D; de la Vega, R and Watson, G. (2001) <i>Advocacy for Social Justice: A Global Action and Reflection Guide</i>. USA: Kumarian Press.</p> <p>Community Toolbox – Survival Skills for Advocates - http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/survival-skills/main http://www.advocacyinitiative.ie/ - route to pertinent case studies and projects</p> <p>Comhairle / Weafer Associates (2003). <i>The Jigsaw of Advocacy</i>. Dublin: Comhairle. www.citizensinformation.ie</p> <p>Harvey, B. (2008). <i>Working for change; A guide to influencing policy in Ireland</i>, (3rd edition). Dublin: Combat Poverty Agency.</p> <p>Vene Klasen, L. and Miler, V. (2006). <i>A New Weave of Power, People and Politics: The Action Guide for Advocacy and Citizen Participation</i>. UK: ITDG Publishers.</p> <p>Tufail, J. and Lyon, K. (2007). <i>Introducing Advocacy: The first book of Speaking Up – A plain text guide to Advocacy</i>. London: Jessica Kingsley Publishers.</p> <p>Other Reading:</p> |

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| | <p>Clinical Center for the Study of Development and Learning – <i>Speak Up Guide, Self-Advocacy and Self-Determination</i> - STIR – Steps Toward Independence and Responsibility</p> <p>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, <i>Journal of Social Welfare & Family Law</i> Vol. 32, No. 1, March 2010, 23–36</p> <p>www.self-advocate.org https://hbr.org/2008/07/choosing-strategies-for-change</p> <p>https://globalleadershipfoundation.com/assets/files/2013/04/Choosing-strategies-for-change-KOTTER.pdf</p> <p>Whelan J., (2006). Assessing Advocacy http://www.pointk.org/resources/files/assessing_advocacy.pdf</p> <p>Essential Viewing: http://www.evaluationinnovation.org/publications/newsletter/issue-archive/2011/aug/2011-08-advocacy-evaluation-update-issue-11/assessment</p> <p>https://teachingselfadvocacy.wordpress.com/additional-resources/teaching-effective-communication-skills-for-self/</p> <p>file:///F:/advocacy%202017.18/Are%20we%20getting%20there%20FINAL%20indicators%20publication.pdf</p> <p>file:///F:/advocacy%202017.18/Mapping%20advocacy%20strategies.pdf</p> <p>file:///C:/Users/user/Downloads/The%20Advocacy%20Initiative%20Project%20Scoping%20Report%202010.pdf</p> |
| <p>Module Physical Resource Requirements</p> | <p>Lecture hall equipped with internet, projector, round tables and speakers.</p> |