

## Introduction to Advocacy

Section A: Headline Information	
<b>Module title</b>	Introduction to Advocacy
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	Level 8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Stephanie McDermott.
<b>Parent programme(s)</b>	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
<b>Stage of parent programme</b>	Stage 2
<b>Semester (semester1/semester2 if applicable)</b>	Semester 1
<b>Module credit units(FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5 ECTS
<b>List the teaching and learning modes</b>	Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board
<b>Entry requirements (statement of knowledge, skill and competence)</b>	For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>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)</b>	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.
<b>Maximum number of learners per module</b>	25
<b>Duration of the module</b>	1 Semester: 12 weeks
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	Average: 2 hours per week. 1 hour lecture = 12 1 hour tutorial/workshop = 12
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.
Analysis of required learning effort	
<b>*Effort while in contact with staff</b>	

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			125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	Effective community, voluntary and non-profit work involves knowledge, skills and competence in many areas. Advocacy skills, empowerment and a desire to promote social justice and equality underpins this profession along with a range of analytical and practice tools.
<b>Module Aims and Objectives</b>	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.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Discuss the principles and ethics of advocacy. (MIPLO 4)</li> <li>2. Have an ability to demonstrate an integration of knowledge into learned responses, enabling the learner to promote social inclusion for citizens in community practice. (MIPLO 7)</li> <li>3. Be able to transfer specialized advocacy skills into practice within the community. (MIPLO 7, 8)</li> <li>4. Be able to advocate successfully on behalf of themselves and others within a code of practice for advocacy. (MIPLO 4, 5)</li> </ol>
<b>Information Provided to Learners about the Module</b>	College Prospectus specifies module name, stage and ECTS.

	<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>
<b>Module Content, Organisation and Structure</b>	<p>The module begins by offering an overview of what Advocacy is, its uses, practice and growth in its popularity as society is evolving to a social rights model of care. The legislative framework and the link with equality will be studied. Models of Advocacy will be examined as well as the ethics and principles of Advocacy. The set of skills, knowledge and competence required for effective advocacy work will form a major part of this module.</p>
<b>Module Teaching and Learning Strategy</b>	<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 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 in a position to critique that experience.</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	<p>The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners.</p>
<b>Specifications for Module Staffing Requirements</b>	<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>
<b>Module Summative and Formative Assessment Strategy</b>	<p>This module will be assessed by three assignments.</p> <p><b>Case Study (30%):</b> Review a case study on an advocacy issue and assess the rationale and application of a code of ethics</p> <p><b>Project (50%):</b> Develop an outline for an advocacy project in a community setting (placement) covering a specific range of criteria central to the advocacy process.</p> <p><b>Presentation (20%):</b> Presentation of the proposed project for discussion.</p>
<b>Sample Assessment Materials</b>	<ol style="list-style-type: none"> <li><b>Case Study (30%)</b> - Learners will be asked to outline the various types of advocacy whilst 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 require a discussion on the reasons for following a code of ethics in carrying out any advocacy work.</li> <li><b>Project (50%)</b> – Learners will be required to write a proposal for establishing an Advocacy project within a community organisation/workplace setting. Learners are free to decide on the individuals/group that may need advocacy support under the</li> </ol>

	<p>following guidelines: Introduction; Review of Advocacy Models; Advocacy Project Proposed; Skills Required; Essential Values which support the project; Conclusion.</p> <p>3. <b>Presentation of Project (20%)</b>. Learner presentation of proposed project to be peer reviewed.</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b></p> <p>Bateman, N. (2000). <i>Advocacy Skills for Health and Social Care Professionals</i>. London: Jessica Kingsley Publishers.</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>Comhairle / Weafer Associates (2003) <i>The Jigsaw of Advocacy</i>, Dublin: Comhairle <a href="http://www.citizensinformation.ie">www.citizensinformation.ie</a></p> <p>Harvey, B. (2008) <i>Working for change; A guide to influencing policy in Ireland</i>, (Third edition), Combat Poverty Agency, Dublin.</p> <p><a href="http://www.advocacyinitiative.ie/">http://www.advocacyinitiative.ie/</a> - route to pertinent case studies and projects</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><b>Other Reading:</b></p> <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 &amp; Family Law</i> Vol. 32, No. 1, March 2010, 23–36</p> <p><a href="http://www.self-advocate.org">www.self-advocate.org</a></p> <p><a href="https://hbr.org/2008/07/choosing-strategies-for-change">https://hbr.org/2008/07/choosing-strategies-for-change</a></p> <p><a href="https://globalleadershipfoundation.com/assets/files/2013/04/Choosing-strategies-for-change-KOTTER.pdf">https://globalleadershipfoundation.com/assets/files/2013/04/Choosing-strategies-for-change-KOTTER.pdf</a></p> <p><b>Essential Viewing:</b></p> <p><a href="https://teachingselfadvocacy.wordpress.com/additional-resources/teaching-effective-communication-skills-for-self/">https://teachingselfadvocacy.wordpress.com/additional-resources/teaching-effective-communication-skills-for-self/</a></p> <p><a href="file:///F:/advocacy%202017.18/Are%20we%20getting%20there%20FINAL%20indicators%20publication.pdf">file:///F:/advocacy%202017.18/Are%20we%20getting%20there%20FINAL%20indicators%20publication.pdf</a></p> <p><a href="file:///F:/advocacy%202017.18/Mapping%20advocacy%20strategies.pdf">file:///F:/advocacy%202017.18/Mapping%20advocacy%20strategies.pdf</a></p>

	<a href="file:///C:/Users/user/Downloads/The%20Advocacy%20Initiative%20Project%20Scoping%20Report%202010.pdf">file:///C:/Users/user/Downloads/The%20Advocacy%20Initiative%20Project%20Scoping%20Report%202010.pdf</a>
<b>Module Physical Resource Requirements</b>	Lecture hall equipped with internet, projector, round tables and speakers.