



Sample assignments

Incorporating Voter Engagement into Field Education: Example Practice Activities

The Nine Competencies:

- C1: Demonstrate ethical and professional behavior
- C2: Engage diversity and difference in practice
- C3: Advance human rights and social, economic, and environmental justice
- C4: Engage in practice-informed research and research-informed practice
- C5: Engage in policy practice
- C6: Engage with individuals, families, groups, organizations, and communities
- C7: Assess individuals, families, groups, organizations, and communities
- C8: Intervene with individuals, families, groups, organizations, and communities
- C9: Evaluate practice with individuals, families, groups, organizations, and communities

Example Practice Activity	Alignment with core competencies								
	C1	C2	C3	C4	C5	C6	C7	C8	C9
Research allowable nonpartisan voter activities for 501(c)(3) organizations and/or requirements for nonprofits in the 1993 National Voter Registration Act.	✓		✓		✓				
Discuss ethical implications of not supporting clients and communities to vote in social work practice	✓	✓	✓						
Share information on voting and elections with clients, staff and/or communities	✓	✓	✓		✓	✓			
Integrate voter registration into agency services (e.g., add question to intake form)	✓	✓	✓			✓			
Assess the differential impact of voting policies on diverse populations	✓	✓	✓	✓	✓		✓	✓	
Run voter registration drive at agency or event		✓	✓		✓	✓		✓	

Voting activities connect to all 9 CSWE core competencies and span micro/mezzo/macro practice

You can find this document [here on votingissocialwork.org](http://votingissocialwork.org).

Example Practice Activity	Alignment with core competencies								
	C1	C2	C3	C4	C5	C6	C7	C8	C9
Invite elected officials to agency for meetings or forum focused on advancing human rights issues			✓		✓				
Help people with a prior felony conviction to register and vote (if eligible in your state) through public awareness and individual outreach in service delivery		✓	✓		✓	✓	✓	✓	
Implement/change/advocate for voter engagement activity policy in field agency or community			✓		✓				
Promote the importance of Census 2020 in your agency and/or community			✓			✓			
Assess political power of community through voter turnout statistics by district				✓		✓	✓		
Partner with the census task force in your region/town				✓		✓	✓	✓	
Identify elected officials on the local, state, and federal level. Share contact list with agency staff and/or clients	✓		✓		✓				
Train clients/staff on advocacy, government systems, and the importance of voting			✓		✓	✓		✓	
Use supervision to discuss and determine what policies may deter voter turnout			✓		✓	✓	✓		
Use supervision to discuss and determine strategies to engage organizations and communities in voting					✓	✓			
Encourage clients to participate in the census						✓		✓	
Use strategic planning objectives to measure effectiveness of agency voter registration drives					✓				✓
Identify measureable outcomes of voter pledge card drives (e.g. compare against public records)					✓				✓

Suggested activities for schools of social work

- Assign webinars and/or recorded programming and readings to students about voting. For ideas, go to the resource page on votingissocialwork.org
- Use the sample assignments on the next page to build skills, knowledge and competence on voter engagement.
- Encourage students to add voter activities to their field education contracts. Our [sample list](#) ties these activities to all 9 core competencies in social work education.
- Add programming on voting rights and engagement, such as hosting a free screening of the movie [Rigged: the Voter Suppression Playbook](#); watching the documentary [the Power Broker](#), hosting panel discussions with voting rights advocates, civic organizations, and/or election officials.
- Support students on election day by giving them time to vote and/or work at the polls.



Sample assignments for students

1. Using the worksheet and information on votingissocialwork.org, find the rules and deadlines around voting in your state, including:
 - a) Rules and deadlines for voter registration
 - b) Policies that apply to special populations such as those experiencing homelessness, individuals with a felony conviction, survivors of intimate partner violence, long-term care residents, Trans individuals, etc)
 - c) How people vote in your state: hours, early voting, absentee voting
 - d) Voting rights and numbers
2. Look up the rules around voting with a felony in your state. How can we educate social workers and communities to address the misinformation.
3. Find nonpartisan information on the candidates running for state or local office. Is information easy to find?
4. Develop your own social media plan to share voting resources and information for you or your organization.
5. Using the worksheet on the votingissocialwork.org website, look up who represents you at every level of government. Create a contact sheet with email addresses and phone numbers for easy access.
6. Look up voter turnout statistics for local and state elections for your town. What was the overall turnout rate for your town in each of the elections? How does that compare to a presidential year? Can you get your town/city's voter turnout detail by voting district? What does that tell you about political power there? Why do you think there are variances?
7. Using the NASW's [Code of Ethics](#) and article [The Role of Clinical Social Workers on Voter Engagement Efforts](#), discuss how nonpartisan voter engagement connects to the mission, services and impact of your agency.

Sample assignments cont.

8. Use the [Organizational Assessment and step by step guide for integrating voter engagement](#) to develop a plan to integrate nonpartisan voter engagement into the services and culture of your nonprofit, agency, organization, or school. Plan should recommend ways the organization can:
 - a. Help individuals register to vote;
 - b. Share information on where/when/how to vote;
 - c. Share information about voting for special populations: (e.g., individuals with a felony record, survivors of violence, persons experiencing homelessness, long-term care residents, etc.);
 - d. Support informed voting by sharing information on candidates, elected officials and government;
 - e. Remind people to vote in all elections and why their vote matters.

** Notes: Think about this as a working document for your agency. You may submit this completed form as your plan. Include details as well as open questions that come up. **If you are not in field, choose an agency or organization with which you have personal or professional experience.** If you are in field, share with your supervisor and discuss.*
9. Register at least five (5) people to vote. *Note: You are not required to register people at your agency. You may choose any three people to register, including people in your personal network.*
10. Contact five (5) people to encourage them to participate in the [2020 census](#).
11. Write and submit a short reflection, 1-2 double-spaced pages in length that answers the following questions:
 - Who did you choose to register and why? What was their reaction?
 - Did you encourage people in your networks to participate in the 2020 census? What was their response?
 - What platform or process did you use? How did you feel about the experience and the tool you chose? Did you feel comfortable?
 - Do you think voting is important to social work practice and impact? Should all agencies be required to help people to vote?
 - How does voting connect with social justice movements?
 - How would you address someone who says “My vote doesn’t matter?”

Go to VotingIsSocialWork.org for more information and resources.

Dr. Julie Franks, University of Tennessee, online program



- Students in a graduate level Social Welfare Policies and Programs course completed a three-part assignment:
 1. Research paper on the topic of voting laws, voter disenfranchisement, and voter suppression in their states (most were in Tennessee)
 2. Voter registration (required to register at least 3 people to vote)
 3. Reflection paper of their experience
- COVID-19 stay-at-home orders caused in-person voter registration opportunities to be cancelled so used technology to register voters
- Outcomes:
 - ✓ 36 students registered 80+ people to vote
 - ✓ 5 Students registered to vote for the first time
 - ✓ High school students, family members, people with felony records, and grandmothers were registered
 - ✓ Social media, phone calls, face time, and meeting up in coffee shops
 - ✓ *Empowerment of students, those they registered, and those they shared information with*

VOTING is Social Work

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New Assignment for Extra Field Credit/Hours

VOTING is Social Work

The National Social Work
Voter Mobilization Campaign

Our Vision

Social justice is a core principle of social work practice and calls for ensuring meaningful participation in decision making for all people. Voting is Social Work is a nonprofit nonpartisan organization that provides social work students and practitioners with the knowledge and tools to raise awareness about voting and to increase voting registration and participation. We do this work through our National Social Work Voter Mobilization Campaign which strives to integrate nonpartisan voter registration and engagement into social work education and practice.

Check your Voter Registration!

Register to Vote!

Register Special Populations

Order your Absentee Ballot



For voting resources and information: go to www.VotingIsSocialWork.org or contact:

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