

The Power of Three: Infusing Voter Engagement in Lower Level BSW Courses

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Voting provides an opportunity for citizens of a democracy to exercise their power to effect social change, but for a variety of reasons the populations typically served by social work do not vote at the same rates as more privileged groups. The strategy described here, the Power of Three, is an ethical, effective, and sustainable method for engaging undergraduate students early in their BSW careers in voter outreach. The case study described assigned BSW students the task of engaging members of the community in voting and registering a minimum of three people to vote. Findings indicate that this strategy was effective in increasing students' involvement in various voter engagement activities and increasing students' understanding of the importance of voting to social work practice.

KEYWORDS voter engagement, voting, civic engagement

Voting is central to a strong democracy and the way citizens exercise their power to elect leaders who will represent their interests. However, marginalized and vulnerable populations are less likely to participate in electoral processes, including voting. Those groups that participate less frequently in elections are also heavily served by the social work profession. Nonpartisan voter engagement—giving individuals and communities the tools and encouragement to vote—is an ethical, effective, and sustainable method for achieving social work's social justice mission. The social work profession can, and we argue is ethically obligated to, play a role in ameliorating disparities in voter engagement. Currently, the National Association of Social Workers' (NASW, 2008) Code of Ethics and the International Federation of Social Workers' (2012) Statement of Ethical Principles articulate the profession's ethical responsibility to engage with communities to promote social justice. More specifically, the NASW (2008) states that social workers have an ethical responsibility to "facilitate informed participation by the public in shaping social policies and institutions" (p. 27).

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Voter engagement connects well with the Council on Social Work Education's (2015) Educational Policy and Accreditation Standards. Engaging people in voting can help students build competency in the skills and dispositions necessary to fulfill these ethical mandates. Additionally, voter engagement provides social work students of all methods with the opportunity to practice foundational social work skills including critical thinking, ethical judgment, and effective use of supervision (Competency 1); education and assessment of power (Competency 2); engaging, intervening, and evaluating practice (Competencies 6, 8, 9); and using policy practice to effect change (Competency 5; Council on Social Work Education, 2015). Furthermore, voter engagement activities may assist in the retention of and success of students. The National Task Force on Civic Learning and Democratic Engagement (2012) reports that students who are civically engaged, including participating in electoral activities, have higher rates of satisfaction with college, higher grade point averages, higher retention rates, and are more likely to complete degrees than their less-engaged peers.

Despite these numerous educational and professional benefits, voter engagement is often wrongly viewed as a partisan political activity rather than a civic or nonpartisan activity. This view results in hesitancy among agency staff members to discuss voting with their clientele (Pillsbury, 2012). Although social workers have historically voted at rates higher than the general public (Rome & Hoehstetter, 2010), social work educators and practitioners have been reluctant to embrace voter engagement as relevant to practice. Social workers, therefore, are missing opportunities to have nonpartisan discussions with their clients about voting. The methods used here seek to address this reluctance by positioning voter engagement as a nonpartisan activity in the profession that is possible, ethical, and necessary for all social workers. The Power of Three strategy presented in this article grows from this voter engagement perspective and provides BSW students early in their social work education programs with opportunities to participate civically in voting. The goal of the strategy is to lay a foundation of knowledge, skills, and dispositions relevant to voter engagement. Ultimately, it is hoped this foundation can lead to greater leadership and interest in voter engagement later in these students' BSW programs and in their future practice as social workers.

Literature Review

The percentage of voting-age people in the United States has steadily declined since the 1960s for a variety of reasons, including an increase in people who are

of voting age but are ineligible to vote (e.g., because of felony convictions, declaration of mental incompetency, lack of citizenship; United States Election Project, n.d.-a), as well as those who are eligible to vote but choose not to vote or register. During the 2014 midterm elections, only 41.9% of Americans of voting age voted, although this number does not include those who are not eligible (U.S. Census Bureau, 2015). Research highlights significant disparities in voter turnout based on race and ethnicity, socioeconomic class, education level, and age. The Pew Research Center (2014) found that those who are not registered to vote tend to be people of color, are younger, less likely to have a college education, and more likely to have a family income of less than \$30,000. Conversely, voters tended to be White, older, and had greater wealth. There are substantial variations in different geographic locations and contexts, however. For example, in 2008 and 2012, non-Hispanic Blacks voted at higher rates than non-Hispanic Whites (United States Election Project, n.d.-b).

Of particular concern to educators is that voting among younger individuals has declined nearly 12% over the past 5 decades (File, 2014). The disparities evident in national voting trends are mirrored in the voting patterns of young adults. Sloam (2014) and Wray-Lake and Hart (2012) found a large gap in voter turnout among young people based on education levels, with college-educated people voting at higher rates than their non-college-educated peers.

Unfortunately, those who do not vote or do not vote regularly are commonly left out of modern political campaign efforts. The interests of communities with high voter turnout receive greater political attention, resources, and representation of their policy interests than those with less voter turnout. Areas in a district with the highest levels of voter turnout receive the most attention from legislators and their staff (Martin & Claibourn, 2013). Policy preferences of voters, rather than nonvoters, predicts how legislators cast roll-call votes that surpasses the relationship of any shared political party affiliation. Three factors explain this relationship: Voters elect those with policy positions similar to their own, voters are more likely to communicate with their representatives, and representatives aim to please citizens who vote so they can be reelected (Griffin & Newman, 2005).

Voting is an effective strategy to protect and promote policy interests of lower income citizens. For example, in states where lower income citizens voted at rates similar to those of affluent citizens, lawmakers were less likely to enact restrictive welfare eligibility requirements (Avery & Peffley, 2005). High voter turnout by low-income citizens results in greater spending on health care for children, higher minimum wages, and more regulation of predatory lending (Franko, 2013). Voting allows citizens to express their needs and perspectives

about how their government should serve them and holds elected officials accountable. Voting serves to further communal bonds and reify the mutuality of need and responsibility in society, and it also tangibly benefits communities.

Although voter participation is central to a healthy democracy, to maximize return on investments in time and money, most campaigns in their outreach efforts target voters who vote between 30% and 70% of the time (Lehman & Gutierrez, 2012). These tactics further exacerbate voting disparities. Rather than increasing efforts to involve nonvoters, political campaigns further exclude those groups that are already disenfranchised or unengaged. The disparity between those groups that vote and those groups that do not vote reflects a growing disparity in political power and influence. If political campaign staff members only make efforts to connect with likely voters, it stands to reason that low-income families, individuals with lower education levels, and people of color are further excluded from electoral processes. In other words, these vulnerable populations are excluded from the foundation of American democracy.

Fortunately, voting is a highly contagious behavior (Nickerson, 2008). People who are contacted personally about voting are significantly more likely to vote than those who are not contacted. In particular, Lehman and Gutierrez (2012) found that personal contact increased voter turnout for groups frequently considered to be low-propensity voters (such as young adults, people with low incomes, and people of color) six points higher than the average turnout for all registered voters. Additionally, Lopez et al. (2006) found that young people who were asked to vote were much more likely to do so compared to their counterparts who were not asked. Not only does personal contact lead to a direct increase in voter turnout, but Nickerson (2008) reports that one person's decision to vote affects the decision to vote for at least four additional people. This contagion effect is referred to as a *turnout cascade* (Nickerson, 2008). Efforts to involve one person in voting could potentially affect up to five people (including the original person who made the contact). Therefore, even small efforts at voter engagement or registration have the potential to have an exponential effect.

The civic voluntarism model is used to develop voter engagement activities. Based on large political science surveys, this model identifies key connections between individual's experiences and decisions to participate in political activities (Verba, Schlozman, & Brady, 1995). Verba et al. (1995) argue that three factors are the most significant predictors of civic engagement. The first factor is resources, such as time to participate in political activities, money necessary to enable participation in political activities, and civic and political skills. The second factor, psychological engagement, includes interests (in

politics in general or a specific issue), efficacy (the belief that one is capable of political participation and that the system will respond), family encouragement, and identification with a political party. Finally, recruitment includes being individually asked to participate or membership in social networks or groups that encourage members to get involved politically.

Case Study: The Power of Three

To engage students in the civic activity of nonpartisan voter registration, we used a simple principle borrowed from the discipline of creative writing and marketing: the power of three or the rule of three. This principle purports that phenomena are more memorable and enticing when they come in threes (Carlson & Shu, 2013). This strategy was designed to introduce BSW students to voter engagement, a new activity for them, and one that few had considered as part of social work practice. During the time of the case study described here, the whole School of Social Work was engaging in significant voter engagement work. This project provided undergraduate BSW students, mainly sophomores and juniors, with an entry to voter engagement using techniques and methods that were appropriate for the existing curriculum. The power of three strategy for this group included educational activities, assignments in which the students were required to engage in activities on voting, and evaluation. Two separate sections of a sophomore-level social welfare history and policy class were assigned the Power of Three project during the spring 2016 and fall 2016 semesters.

The training unit on voter engagement prepared students to interact with at least three different people about the voting process. Through class presentations and discussions, students were given several potential ways to frame their voting conversations, including listening to individuals' reservations in relation to voting or their reasons for voting, helping them understand the voter registration process, or helping them check whether they were currently registered. To complete the assignment, students were required to bring in three completed voter registration forms (the actual assignment is shown in the Appendix). The assignment was specifically designed to be small; the requirement of just three voter registration forms helped students shed the anxiety typically associated with graded civic activities. The evaluation for this assignment included a pretest and posttest of their attitudes and actions.

The success of this assignment relied heavily on partnerships with several civic organizations. Partner 1 coordinated a nationwide voter engagement project for schools of social work. This partner provided training and

informational material and coordinated the evaluation of the project (all available through its website). Specifically, the training presents voting as an integral component to social work practice by connecting voting to individual and community health, voting as a human right, felony disenfranchisement, and the impact that low voter turnout has on policy. The training also highlights the large role that municipal policy plays and, consequently, the importance of voting in local and state elections. Finally, this partner provided students with the general rules for registering and voting in their state, permissible activities for nonprofits, and tips for registering people to vote. Training was delivered through two short online videos and a webinar with a local partner (discussed next) and relied heavily on materials from Nonprofit Vote (<http://www.nonprofitvote.org>), which have been researched extensively for accuracy and efficacy. Students were assigned readings and had the opportunity to connect the material to the larger course objectives. The materials and training ensured that students were prepared to involve others on the topic of voting in an ethical, competent, and nonpartisan manner.

A second partner integral to the success of this assignment included a local advocacy agency. This organization agreed to check the accuracy of completed forms and trained students on the specific registration forms and rules required by their state. This local partnership is key because of the variation in rules from state to state, and the consequences for mistakes can include disenfranchising voters and in some states, financial penalties. The staff members of this organization had previously received extensive training in voter registration from the local county Registrar of Voters. They visited each participating class at the beginning of the semester to teach students how to fill out the voter registration forms and answer questions. They also collected completed registration forms from students and ensured that the forms were completed correctly. In the few cases in which students submitted forms that were not completed correctly or submitted forms after the time frame allowed by state law (forms had to be submitted within 10 days of the voter's signature), organization staff followed up with the students, the voters, and the county registrar to ensure that the application could be corrected. The involvement of this advocacy organization in the training gave students practical knowledge about the voter registration process and ensured that no voters were inadvertently disenfranchised because of any mistakes.

The nonpartisan nature of the overall project was emphasized in training, written materials, and assignments. Although the act of voting frequently involves partisan politics, voter engagement and registration is a nonpartisan civic activity. Students were challenged to engage others in voting while

maintaining an objective stance. During their training, students were taught techniques they could use to help voters register without asking voters about party affiliations, political leanings, or candidate preferences. They were also taught ways to respond appropriately to questions about their own partisan leanings. In fact, these early social work students quickly grasped the similarities of skills and expectations between the act of registering voters and clinical practice with individuals: Each requires remaining objective and nonjudgmental and encouraging self-determination of the individual. Students were encouraged to use their developing skills in active listening and rapport building to encourage empowerment through voting.

Evaluation Methods

As part of the larger voter engagement project, the Power of Three assignment was extensively evaluated. Students enrolled in these courses completed a pretest on the first day of class prior to receiving any materials or training on voter registration. Students then completed a posttest on completion of the assignment. Pretests and posttests measured students' commitment to, attitudes toward, and level of engagement with voting. An eight-item measure of political efficacy from the American National Election Survey (American National Election Studies, 2016) was also included.

Students also completed a targeted essay in which they responded to open-ended questions. Essays were analyzed using a modified version of summative content analysis (Hsieh & Shannon, 2005). Responses to each question were reviewed and coded for common themes. During this step, commonalities or themes in language, experiences, and sentiments among student responses were identified. These themes were then examined for frequency by question. Finally, a graduate research assistant conducted a second independent analysis of the essays using the existing themes. This second review confirmed the validity of the themes as well as their frequency of occurrence. This analysis allowed the researchers to gather more in-depth information about students' experiences, challenges, and learning outcomes associated with the assignment. (The evaluation was part of a larger study approved by the university's institutional review board.)

Over the two semesters, 119 students enrolled in the course. Of these students, 111 completed pretests (93% response rate) and 105 completed posttests (88% response rate). Students ranged in age from 18 years to 55 years, with a median age of 20. The majority of respondents identified as female ($n=185$, 85%) and White ($n=168$, 78%). A sizable number of respondents also

identified as Latino or Hispanic ($n=84$, 39%). Seven percent of the sample ($n=15$) indicated being biracial or multiracial, and the remaining students identified as American Indian, Native Alaskan, Native Hawaiian, Asian, Pacific Islander, or Black or African American.

Results

Students collected an average of three completed voter registration forms. However, some students exceeded the requirement of three; two students registered 20 or more people. Only a handful of students failed to meet the requirement of three completed registrations. In total, students in both sections of this course registered 385 voters outside class. Notably, registrations of students in the course are not included in this number. Ninety-six percent ($n=101$) of students reported being registered to vote at the conclusion of the project. Of this number, 65% ($n=66$) of respondents reported being registered to vote prior to the project, and 31% ($n=33$) reported registering as a result of the project. The 33 students who registered during the class project can be added to the registrations outside class, which totals 418 new or updated voter registrations resulting directly from this class assignment.

Evaluation findings indicate that this assignment positively affected students' attitudes about voter engagement as well as their predicted future behavior in relation to voting. The majority of students rated the importance of voter engagement to their social work practice prior to the assignment as not important or somewhat important, with only a small number rating it as moderately important or important (see Table 1). By contrast, on conclusion of the assignment, the majority of students rated voter engagement as moderately important or important to their social work practice. A Wilcoxon signed-rank test showed that this difference was statistically significant ($Z=-7.381$, $p=.000$). There were also significant differences between students' reported rates of voting in elections before completing the assignment and their plans to vote after completing the assignment (see Table 2). Students reported being significantly more likely to vote in all levels of elections after the assignment than before completing the voter engagement unit: federal ($Z= -11.358$, $p = .000$), state ($Z = -10.909$, $p = .000$), and local ($Z=-10.242$, $p=.000$).

Students reported increased rates of engagement on several voting activities over the semester. Wilcoxon signed-rank tests revealed a statistically significant difference between students' reported engagement prior to the course and after the assignment in encouraging people to register ($Z=2-6.728$, $p=.000$),

Table 1 Ratings of Importance of Voter Engagement to Practice

	Important		Moderately Important		Neutral		Somewhat Important		Not Important	
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
	Prior to assignment ^a	14	15	15	16	20	22	22	24	28
After assignment ^b	52	55	26	27	14	15	6	6	1	1

Note. Differences in prior and after ratings were statistically significant at $p < .05$.

^a $N=108$.

^b $N=105$.

Table 2 Likelihood of Voting in Elections

	Before Assignment ^a						After Assignment ^b					
	Federal		State		Local		Federal		State		Local	
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Always	45	49	19	21	14	15	67	70	34	36	30	32
Most of the time	16	17	15	16	10	11	20	21	40	42	30	32
Sometimes	5	5	19	21	15	16	9	9	19	20	27	28
Rarely	5	5	8	9	12	13	1	1	1	1	7	7
Never	29	31	39	42	49	53	3	3	6	6	6	6

Note. Differences before and after ratings were statistically significant at $p < .05$.

^a $N=108$.

^b $N=105$.

encouraging people to vote ($Z=-6.154, p=.000$), helping people to register ($Z=-3.346, p=.001$), and educating people on voting ($Z=-2.458, p=.014$). Although students reported higher levels of engagement in registering people to vote, this difference was not statistically significant ($Z=-1.006, p=.315$).

Students also indicated the likelihood that they will engage in these forms of voter engagement in the future. An overwhelming majority of students reported they will encourage people to register to vote ($n=96, 91\%$) and to vote in the future ($n=99, 94\%$). Similarly, 85% ($n=89$) of students stated they will help people register to vote, and 79% ($n=83$) reported they will help people participate in voting in the future. Additionally, 85% ($n=89$) of students stated they will help educate people about voting processes.

A simple thematic analysis of the student essays revealed several important themes in the students' experiences with this assignment (see Table 3). For each

question asked on the essays, the three most common themes among responses were identified. Notably, students were most likely to register friends, family members, and coworkers. A few students reported registering students in other classes, and a small number took registration forms to social gatherings and religious events. Other important themes from the essays related to challenges, rewards, and lessons gained from the assignment. Challenges most frequently reported included difficulties in identifying people to register or to update their registrations. They also reported struggling to overcome their own fears in asking people to register as well as overcoming the apathy of potential voters.

One of the most common themes regarding lessons learned was the extent of voter apathy in the United States. Students repeatedly reported being surprised by how extensive the indifference was regarding voting. Moreover, students frequently cited the importance of voting as a lesson learned through the project, which is an encouraging sign for the future of this work and the profession. Students expressed surprise at the impact their vote could have at the local and state levels. Finally, students expressed the ease of becoming civically involved. This finding related to two of the most common themes students provided under rewarding outcomes of the project. Students reported becoming involved themselves as well as being able to assist others in becoming more involved as rewards of the assignment. They also indicated that they experienced an increase in political understanding.

Discussion

The ease of registering just three individuals lowered the barrier of entry into the civic process and helped students shed the anxiety typically associated with graded civic activities. For example, several students embraced the project, with three students going far beyond three registration forms, registering entire classes, sororities, and church groups. Students learned that it was easy to become engaged. They also learned important information about voting in general, such as state and federal rules, important deadlines, how to register, how to cast a vote, and differences between local, state, and federal offices. Given the current trend of young Americans disengaging from electoral politics (Sloam, 2014), these lessons in civic engagement can help to build the confidence and, possibly, competence needed for continued engagement. The class assignment allowed students to experience success through their engagement as well as immediate, tangible outcomes. As indicated in the

Table 3 Themes From Student Essays

Question	Common Themes	Examples of Comments
Who was registered?	Friends Family Co-workers	"I brought the registration forms to a weekend event hosted by my sorority. I was able to register several of my sorority sisters."
Responses received from voters	Excited Happy Surprised	"Most I asked were excited to register to vote and liked the convenience of me asking them." "People were surprised that someone cared enough to help them register."
Feelings about asking	Awkward at first Confident Good about helping	"Uneasy at first, but once I started I found it was quite easy." "I felt good and felt like I was contributing to society." "It felt like a service to the community."
Challenges	Finding people to register Fears about asking Overcoming civic apathy	"A lot of people were already registered. It was hard to find someone who needed to update their registrations." "Actually, asking people to register." "Trying to convince people that if you want a voice in this country, you should be registered to vote."
Rewards	Helping others register Others becoming engaged Becoming more politically aware	"I got people to change their minds about voting and that was rewarding to me." "My friends participating in the caucus because registering made them aware." "Being civically/politically engaged is easy!"
Lessons learned	How easy it is to be involved The importance of voting Voter apathy is pervasive	"How easy it is for me to make a difference in my community." "People like to know they have a voice and can make a difference, especially locally." "Better people skills."

evaluation results, this success led students to embrace a future role in relation to voter engagement. It also led to increased beliefs of the importance of voting

to social work, which is a critical awareness that if supported throughout their educational career may result in a willingness to transfer this disposition to practice.

As File (2014) stated, "Voting is arguably the most important civic opportunity given to citizens in the United States" (p. 1). Given the importance of voting to ensuring a fair and just representative government, the first form of policy practice in which social workers should be ready to competently participate is voting. Through voting, social workers can work to ensure that elected officials who represent the people attend to issues of social justice, equity, and human needs. Although the primary purpose of the assignment was not to register students in the class, a secondary benefit of the Power of Three assignment included registration of an additional 33 social work students. By the conclusion of the course, an overwhelming majority of students had registered to vote, exceeding previous national trends for social workers (Rome & Hoehstetter, 2010). By encouraging participation in the electoral process, the assignment brought attention to the importance of voting and encouraged students to become engaged themselves.

Another unexpected benefit of the assignment included the applied use of basic generalist skills. These early BSW students reported engaging in several generalist social work skills, such as active listening skills and ability to show empathy. Students reported encountering people who expressed frustration and distrust with government and electoral processes. To engage these people in conversations about voting, students relied on their emerging active listening skills and their ability to show empathy. Students also quickly grasped the similarity between being impartial when registering voters and being objective and nonjudgmental when intervening directly with individuals. Just as students must learn to refrain from judging individual clients, students learned through this assignment to refrain from judgment in relation to people's feelings about voting, their beliefs about the government, and their partisan leanings.

The evaluation of this project suggests that it engages students in a few key factors highlighted by the civic voluntarism model (Verba et al., 1995). Students increase resources such as civic and political skills and efficacy and are specifically asked to participate in civic processes. Based on the experience, the evaluation results, and responses from students, we recommend the use of this technique in a BSW or foundation MSW classroom. It provides an opportunity for students to connect micropractice and macropractice skills directly to one another while they engage with and explore political processes. In addition, it offers students the opportunity to provide a service to their geographical,

identity, and school communities. This Power of Three assignment also provides a foundation for students to take civic and voter engagement into their field placements. It can be done with a minimum of resources at any time during the year, not just during the semester when an election is occurring, providing maximum flexibility for instructors.

The timing of this project illuminates a potential limitation of this study. The project occurred during the spring and fall semesters immediately preceding the 2016 presidential election. Media coverage combined with other get-out-the-vote efforts may have created a context in which students responded with more interest and enthusiasm to the assignment. Conversely, the timing of the project may correlate to increased challenges for students in finding people who needed to register or update their registrations because of other get-out-the-vote efforts. Future research in this area should examine the effect of election cycles on voter engagement projects such as the Power of Three. Additionally, future research should explore whether the advances students showed over the course of the assignment last longitudinally and whether these changes in attitudes translate into changes in civic action as students move through their course work and practice careers. Students in this program will also be exposed to more extensive voter engagement activities in connection with their field placements during the last year of the BSW program and the first year of their MSW program, and future research can examine whether this repeated exposure to voter engagement will increase the effects.

Conclusion

Through completion of the Power of Three assignment, these early BSW students gained important knowledge, skills, and dispositions essential to civic activity as well as competent social work practice. They acquired knowledge about voting, government, and the role of social work in our democracy. Students acquired skills in initiating difficult conversations, completing registration forms, and assuming an objective approach. Finally, they gained confidence in engaging in civic, and more specifically, electoral activities. Most important, the assignment established the importance of voting and being civically engaged to social work practice early in their social work careers.

The profession of social work has an important role to play in our nation's democracy. The NASW (2008) Code of Ethics calls us to work in solidarity with the groups we serve to ensure just, fair, and equitable governance. One important step in this work includes encouraging increased voter engagement to

increase the power of groups most vulnerable to the vicissitudes of policy. Fortunately, an increased emphasis on voting has recently emerged in the profession. This developing emphasis means that social work educators who want to encourage their students to play a role in increasing voter engagement have access to training modules and assignments such as the Power of Three. The current political context and climate has led to more discussion within the profession about the importance of political power and voting by populations and communities served by social workers. A growing list of resources is available to social work professionals and educators who wish to include voter engagement in their practice and curricula, and this case study suggests significant opportunities for success.

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Appendix

Power of Three Assignment

Prior to beginning this project, students should review the material provided in the Voter Engagement packets, watch the online videos provided by the Humphreys Institute for Political Social Work, and attend an in-class session on completing voter registration forms. To complete the assignment, students will be required to bring in three completed voter registration forms. Registration forms will be available from the course instructor. Students must submit completed registration forms to the course instructor within 6 days of completion. To begin this project, students should initiate conversations with different people about voting, including their reservations in relation to voting and their reasons for voting. These conversations must remain nonpartisan on the part of the student and can be with anyone, including friends, family, co-workers, and so forth. Students should offer to update the voter registrations of the people with whom they are speaking. They should continue their efforts until they have reached three registration completions. Completed registrations must adhere to the criteria outlined in class. Incomplete or incorrectly completed registrations will not be accepted.

At the end of the semester, students will complete a two-page reflective essay addressing the following elements:

- Initial reactions to the assignment
- Challenges they experienced in acquiring completed registrations
- What they learned from their conversations about our democracy
- People's responses to engaging in voting
- The role of the profession of social work in encouraging voter engagement

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