



## SYLLABUS FOR PREVENTION & SOCIAL CHANGE

3 Credit Hours  
HS – 300 A  
Spring 2026

**Instructor:** Dr. Jessie Piper, CFLE  
**Instructor Email:** [jessie.piper@washburn.edu](mailto:jessie.piper@washburn.edu)  
**In-Person Student Hours:** Tues/Thurs 11am-12pm & 1-2pm  
Fri 9am-12pm & 1-2pm  
**Appt. Booking Link:** [Book time with Jessie Piper](#)  
**Course Format:** In-Person  
**Meeting Times/Location:** Tues./Thurs. 1:00-2:15pm  
Applied Studies 205  
**Prerequisite(s):** None

### COURSE DESCRIPTION

This course examines the foundational roles of prevention and social change in Human Services. Course content will focus on the selection and implementation of social change and prevention strategies, with special attention to the importance of social justice and family policy in promoting a healthy society.

### COURSE OUTCOMES

By the end of the course, students should be able to:

1. Describe the purpose and value of prevention and social change programs in human services.
2. Describe common strategies used in prevention and social change programs.
3. Develop and implement an appropriate prevention or social change strategy to impact a problem in the community that affects families.
4. Understand policy formation, implementation, assessment, and evaluation.
5. Use evidence-based information, effective logic, and appropriate vocabulary while engaging in advocacy and discussing prevention, family policy and social change.

Ultimately, this course explores why social problems happen and how to address them through prevention, advocacy, and policy. You'll take a "big-picture" view of social issues, focusing on root causes, equity, and how families and communities are affected.

A key part of the course is the social action group project, where you will:

- Identify and analyze social issues
- Design and plan a real strategy for change

- Meet and partner with stakeholders and decision-makers
- Apply prevention models and evaluate policies
- Build community-focused solutions with a family perspective
- Work collaboratively and navigate group dynamics

By the end of the course, you'll gain practical skills in understanding social problems, planning social change, and working effectively with others, both in person and online.

### CFLE CONTENT AREA 3

The Bachelor of Applied Science in Family and Human Services – Family Services degree is a CFLE-Approved Program. This course addresses the *Family Law & Public Policy* content area necessary for seeking provisional certification as a Family Life Educator (CFLE) through the CFLE-approved Program application process offered by the National Council on Family Relations (NCFR). Visit <https://www.ncfr.org/cfle-approved-program> to learn more.

### INSTRUCTOR INFORMATION

Hello! I am Dr. Jessie Piper. You may call me Dr. Piper or Professor Piper. I started August 2024 as an Assistant Professor in the Family and Human Services Department here at Washburn University. This is one of my favorite courses to teach! Prior to Washburn, I taught at Kansas State University in both the Family Studies and Human Services and Gerontology Departments and am well versed in many Prevention and Family Science concepts. I have a Doctorate in Applied Family Science and am passionate about prevention, education, and advocacy as ways to support individual and family outcomes across the lifespan. Additionally, I am a Family Life Educator through the National Council on Family Relations. So, if you are interested in completing that Certification as part of your degree program, please reach out! Lastly, I have a lot of experience in the workforce within public health, state government, early childhood education, and child welfare so I love to take a very applied and community-engaged approach to my classes. I look forward to getting to know you better this semester!

### COURSE MATERIALS

There is one (1) **required** text for this course:

- Bogenschneider, K. (2024). *Family Policy Matters: How Policymaking Affects Families and What Professionals Can Do*, Fourth Edition. Routledge.

There are several texts or resources that will be used to supplement the course. You are **not required** to purchase any of these books, but they have been listed here in case you have that desire at any point.

- Bogenschneider, K. & Corbett, T. J. (2021). *Evidence-Based Policymaking: Envisioning a New Era of Theory, Research, and Practice*, Second Edition. Routledge.
- [Community Tool Box](#)
- Hall et al. (2021). *Social Policy for Children and Families*, 4<sup>th</sup> Edition. Sage Publications.
- Kettner, P. M. et al. (2022). *Designing and Managing Programs*, 6<sup>th</sup> Edition. Sage Publications.
- Kusmaul, N. (2022). *Aging and Social Policy in the United States*. Cognella.

- McGonigal, J. (2022). *Imaginable: How to See the Future Coming and Feel Ready for Anything – Even Things that Seem Impossible Today*. Spiegel & Grau.
- Meadows, D. H. (2008). *Thinking in Systems: A Primer*. Chelsea Green Publishing.
- Myers-Lipton, S. (2023). *CHANGE! A Student Guide to Social Action*, Second Edition. Routledge.
- Nesoff, I. (2022). *Human Service Program Planning Through a Social Justice Lens*. Taylor & Francis.
- Roberts, T. W. (2026). *Social Policy for Child and Family Development: A Systems/Dialectical Perspective*, 3<sup>rd</sup> Edition. Cognella.
- Toporek, R. L. (2021). *Taking Action: Creating Social Change Through Strength, Solidarity, Strategy & Sustainability*. Cognella.
- Toporek, R. L. et al. (2026). *Workbook for Social Action for Counselors, Psychologists, and Helping Professionals: Strength, Solidarity, Strategy & Sustainability*. Cognella.

### MINIMUM REQUIRED TECHNOLOGY REQUIREMENTS

As all courses (online and face-to-face) use online components, students will need reliable access to, and the ability to use, the following:

- Desktop or laptop computer
  - See the following link for recommended operating systems and browsers to use with D2L: <https://www.washburn.edu/its/online-education/tech-tips.html>
  - Some browsers do not work well with D2L. Make sure to consult the above link to ensure you are using a supported browser and operating system.
- Reliable internet connection that will allow you to access your courses and/or other online information multiple times per week.
- Ability to video-record and video-conference (e.g., use of webcam or phone/tablet with camera, Zoom, etc.).
- Ability to scan or convert documents to PDF.
- Ability to use Outlook, Word, Excel, and PowerPoint (see below for free access to these programs).

The following are available for FREE to students.

- Office 365 programs: go to the following link and scroll down to “installing office programs” for information on installing Office 365 programs on your devices (you can install them on more than one device): <https://www.washburn.edu/its/software-training/office-365.html>
- Contact [support@washburn.edu](mailto:support@washburn.edu) if you have trouble accessing these programs.

### Accessing and Learning to Use D2L

To access D2L and your courses, go to MyWashburn (<https://my.washburn.edu>), select My Courses from the left column, and click on the little house next to the course. Once there, choose the course you want to enter. You may also access D2L by going directly to <https://d2l.washburn.edu>. To learn how to use D2L, make sure to complete the Student Orientation course under My Courses in D2L. It is an excellent resource for students new to D2L, as well as for students who are familiar with D2L but still have questions.

### D2L Support

Assistance with D2L is available by emailing [washburn@d2l.com](mailto:washburn@d2l.com), calling 1-866-888-1272, and/or using the Online Student Resource Center which you can find by clicking on the Help option near the top-left

corner of your D2L screen. Include all technology requirements, including information on mobile and tablet access. Include links to all technology tools and software used in the course, as well as links to their privacy policies. Check with your campus to confirm that tools are supported and meet accessibility standards.]

Campus Tech Support Phone: (785) 670-3000

Campus Tech Support Website: <https://www.washburn.edu/its>

## REGULAR AND SUBSTANTIVE INTERACTION

As your instructor, I plan to interact and engage with each of you on a regular basis throughout the term to support your learning. I will provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

### Check Email Regularly

The Family and Human Services Department and your instructors will use email to communicate important information. You must check your official Washburn email address regularly. Or, if you would like to have your Washburn email forwarded to a personal email account that you already check regularly, you will find instructions at this link for how to forward your email:

<https://washburn.edu/its/files/office365/ForwardEmailOutlookWeb.pdf>

### Instructor Availability and Contact

I am available via email, phone, my office hours, or by appointment. I am happy to discuss the class, assignments, your career, future educational opportunities, etc. So, please don't hesitate to reach out to me. I do have certain remote/work from home and in-office days depending on the semester. Typically, I am in my Topeka office on Tuesdays, Thursdays and Fridays and I work remotely on Mondays and Wednesdays.

Typically, you can expect a response to emails from me within ~48 hours except when I have set an automatic response (e.g., during conferences or vacations). **When contacting me via email about the course please include the course number somewhere in your email so that I know which class of mine you are in.** This is very helpful to me and saves me time when replying to your email.

Please remember email communication with an Instructor is not text messaging and should be done in a professional manner using appropriate language, a subject, introduction, and signature line. The more information you include in your email, the better I can help you and the less back and forth we will experience.

## COURSE LEARNING ACTIVITIES AND ASSESSMENTS

Course learning outcomes are directly tied to assessments and noted below. However, Course Learning Outcome #5, *use evidence-based information, effective logic, and appropriate vocabulary while engaging in advocacy and discussing prevention, family policy and social change*, is integrated throughout the course assessments.

## IN-CLASS PARTICIPATION: 26 CLASSES, 2 PTS. EACH (52 TOTAL PTS.)

In-class participation includes structured activities completed during scheduled class time. These activities are intentionally designed to:

- Incentivize attendance and engagement
- Provide guided practice with course concepts
- Support collaborative learning and group project progress
- Build confidence discussing prevention, policy, and social change using professional language

In-class participation may include: small group discussions or problem-solving activities; guided analysis of programs, policies, or case examples; application of course frameworks; group time for the Social Action Project; and/or low-stakes advocacy skill building or policy discussion exercises. To receive full credit for in-class participation, students must: (1) be present and actively engaged, (2) contribute thoughtfully to discussions or group work, (3) use course concepts and terminology appropriately, and (4) demonstrate respectful, professional communication.

Participation is assessed on quality of engagement, not frequency of speaking. Students are not expected to have “perfect” answers; participation is meant to be a space for learning, practice, and growth.

Participation points are earned through completion of a brief in-class exit reflection at the end of each class session.

At the conclusion of class, you will submit a physical notecard responding to 1–2 short prompts, such as:

- In your own words, describe one key concept from today’s class.
- What question(s) do you still have, or what feels like a next step for you after today?

These exit reflections serve as a quick “check for understanding” and allow you to reflect on your learning in real time. Because these reflections are tied to in-class learning, participation points generally cannot be made up outside of class. However, with prior approval, you may receive up to two (2) participation exemptions during the semester. Additionally, points are purposefully kept low to allow for real-life flexibility.

## WEEKLY HOMEWORK: 10 PTS. EACH (100 PTS. TOTAL)

Weekly homework assignments are short, low stakes learning activities that assess understanding of weekly module learning outcomes and prepare you for major course assignments.

These assignments are designed to:

- Reinforce key concepts from readings, lectures, and discussions
- Scaffold larger assignments by building skills incrementally
- Encourage use of evidence and logic in written responses
- Provide regular feedback on your learning progress

Weekly homework may include: short written reflections, application of concepts to brief case examples, identification and use of evidence from course materials, practice using professional language related to prevention, policy, or social change, and/or preparatory work for group projects or major assignments.

Weekly homework will be turned in individually in D2L and should directly address the prompt using course materials, demonstrate understanding through use of evidence (e.g., readings, lectures, etc.), use clear logic and appropriate vocabulary, and be concise and submitted on time. These assignments are graded for completion and demonstrated understanding, not perfection.

Together, these activities along with in-class participation ensure that learning is continuous throughout the semester and that students are supported as they work toward successful completion of major course assignments.

#### EXTRA CREDIT OPPORTUNITY - FAMILY IMPACT SEMINAR: 15 BONUS PTS.

Students may earn up to 15 bonus points by attending the Family Impact Seminar hosted at Washburn University this semester (date and time TBD, but plan for late April).

This opportunity is designed to reinforce course themes related to family policy, prevention, and social change, and to expose students to real-world policy and practice conversations.

To receive extra credit, students must complete both of the following requirements:

1. Attend the Family Impact Seminar
  - Students must attend the seminar in full.
  - To verify attendance, students must check in with the instructor at the event and sign the official attendance form.
2. Submit a Short Reflection
  - A brief written reflection (approximately 1 page)
  - Due one week after the seminar
  - Reflection should address:
    - One key idea or takeaway from the seminar
    - How the seminar connects to course concepts (e.g., family impact, prevention, policy, or social change)
    - How the information shared could inform future human services practice and policymaking

Professional engagement beyond the classroom strengthens understanding of how family-centered policy and practice operate in real-world settings. This seminar provides a meaningful opportunity to observe applied family impact work and reflect on its relevance to human services.

#### SOCIAL ACTION GROUP PROJECT: 200 PTS.

Course Learning Outcome #3: Develop and implement an appropriate prevention or social change strategy to impact a community problem that affects families.

This project is designed as a group assignment to mirror real-world human services practice, where prevention and social change work typically occurs in collaborative teams. Working in a group allows students to:

- Leverage diverse perspectives when analyzing problems and designing strategies
- Share responsibilities across planning, implementation, and reflection phases
- Practice communication, negotiation, and teamwork skills that are essential in human services settings
- Receive peer feedback and iterate strategies collectively

The design of the course ensures that in-class participation, weekly homework, and major assignments provide the knowledge, skills, and evidence-based frameworks students need to succeed in the Social Action Project. For example:

- Participation and exit reflections help students engage with key concepts weekly
- Homework assignments scaffold understanding of prevention, policy, and family impact
- Prior assignments in the course allow students to practice program analysis, policy evaluation, and evidence-based reasoning, all of which inform the group project

By structuring the project this way, students can see how course concepts connect in practice, make incremental progress, and experience a realistic, collaborative approach to social change in human services.

This semester-long group project gives you hands-on experience moving from problem identification to real-world social action. Working in small groups, you will identify a community problem that affects families and design, implement, and reflect on a feasible social action strategy. You will work in groups to identify an issue that impacts families and engage in social action to influence a decision maker to meet your group's demand to create positive change around that issue for families. The emphasis is on thoughtful action, not size of impact - small, ethical, well-aligned efforts are expected and valued. The action must:

- Address a problem that affects families
- Use a prevention or social change strategy discussed in class
- Include social action activities and actions as discussed in class
- Be ethical, feasible, and appropriate for a semester timeline

This project integrates prevention, social change, family-centered thinking, and community engagement, mirroring real human services practice.

### **Phase 1: Problem Identification & Family Impact**

Deliverable: Issue Brief

- Description of the community problem
- How and why this problem affects families
- Which families are most impacted
- Why this issue is appropriate for prevention or social change
- Assessment focus: Understanding of the problem and family-centered framing

## **Phase 2: Strategy Selection & Planning**

Deliverable: Strategy Proposal

- Chosen prevention or social change strategy
- Rationale for strategy selection
- Clear project goal(s)
- Planned activities or actions
- Identification of community partners or audiences
- Assessment focus: Appropriateness and alignment of strategy to the problem

## **Phase 3: Implementation**

Deliverable: Evidence of Action

Groups will implement their planned strategy as discussed in class. Groups must document:

- What was implemented
- Who was reached
- Any adaptations made along the way
- Assessment focus: Course alignment, follow-through, ethical engagement, and adaptability

## **Phase 4: Reflection & Evaluation**

Deliverable: Final Report & Reflection

- Summary of the project and actions taken
- Reflection on what worked and what didn't
- How the strategy impacted (or could impact) families
- How success could be evaluated if the project continued
- Lessons learned about prevention, social change, and teamwork
- Assessment focus: Insightful reflection and understanding of implementation

Social change work requires more than good ideas - it requires action, reflection, and humility. This project builds practical skills in designing and implementing prevention and social change strategies that meaningfully consider families and communities. The focus of assessment will be on course alignment, thoughtfulness, and follow-through as the goal is student learning and empowerment. Project will not be evaluated on "success." By integrating prior course learning and scaffolding work throughout the semester, the project helps students apply knowledge incrementally, engage collaboratively, and experience the real-world process of social action.

## **PREVENTION & SOCIAL CHANGE PROGRAM ANALYSIS OR DESIGN: 100 PTS.**

Course Learning Outcome(s): (1) Describe the purpose and value of prevention and social change programs in human services. (2) Describe common strategies used in prevention and social change programs.

You will choose ONE of two pathways to demonstrate your understanding of prevention and social change programs:

- Option A: Community Program Analysis – Analyze an **existing** prevention or social change program in your community.



- Option B: Program Design Proposal – **Design** a prevention or social change program that responds to a clearly defined community need.

Both options require you to clearly articulate purpose, strategy, and value, and to demonstrate understanding of interventions, evaluation, adaptation, and sustainability.

Additionally, this assignment intentionally includes a community-engaged learning component designed to be *reciprocally beneficial*: students gain real-world insight, and community partners receive a useful product – a step that can inform your Social Action Group Project if done strategically.

### Option A: Community Program Analysis

To examine how an existing prevention or social change program operates, why it exists, and how its strategies address specific community needs.

#### Required Elements

1. Program Overview
  - Program name, organization, and target population
  - Social issue or problem addressed
2. Needs Being Addressed (*no formal needs assessment required*)
  - What need(s) does this program respond to?
  - How do we know this need exists? (e.g., local data, practitioner insight, community context)
3. Purpose & Value
  - Program mission statement
  - Why this program matters for individuals, families, or communities
  - How it aligns with prevention and/or social change principles
4. Goals & Objectives
  - 2–3 clear goals
  - 2–3 measurable objectives linked to those goals
5. Strategies & Interventions
  - Core strategies used (e.g., education, policy advocacy, skill-building, environmental change)
  - Specific interventions or activities
  - Level(s) of prevention (primary, secondary, tertiary, if applicable)
6. Program Evaluation, Adaptation & Sustainability
  - How is success currently measured (or how could it be)?
  - Why evaluation is important for this program
  - How the program adapts to changing needs
  - Key sustainability factors (funding, partnerships, policy support, staffing)
7. Community Engagement Reflection

- How you engaged with the community partner
- What you learned from them
- What you shared back and why it was useful

### **Option B: Program Design Proposal**

To design a theoretically grounded prevention or social change program that responds to a real community need.

#### **Required Elements**

1. Community Context & Identified Need
  - Description of the community or population
  - Clearly stated need the program aims to address
  - Brief justification (data-informed but not a full needs assessment)
2. Mission & Purpose
  - Program mission statement
  - Why this program is needed
  - How it contributes to prevention and/or social change
3. Goals & Objectives
  - 2–3 program goals
  - 2–3 measurable objectives per goal
4. Strategies & Interventions
  - Prevention and/or social change strategies used
  - Description of interventions or activities
  - Rationale for why these strategies are appropriate for the identified need
5. Evaluation, Adaptation & Sustainability Plan
  - What success would look like
  - How outcomes could be evaluated
  - How the program could adapt over time
  - Sustainability considerations (resources, partnerships, scalability)
6. Community Engagement Reflection
  - Who you engaged with (organization, professional, or stakeholder)
  - How their input shaped your design
  - What you shared back (e.g., program brief, strategy outline)

### **Community-Engaged Learning Requirement**

You must engage with a community organization, professional, or stakeholder in one of the following low-burden, ethical ways:

- A brief interview (20–30 minutes)

- Email-based Q&A
- Attendance at a public meeting, workshop, or program session
- Review and synthesis of publicly available program materials with feedback shared back to the organization

Reciprocity Requirement: You must provide something of value back to the community partner, such as:

- A concise summary of findings or recommendations
- A logic model, strategy map, or one-page program brief
- A reflection memo highlighting strengths and opportunities
- A social media post created to market the program

(You will upload both your assignment and the shared product.)

**Deliverables for either option:**

1. Written Report in APA formatting (6-8 pages that includes all elements)
2. Community-facing Reciprocity Product
3. Reflection (~1 page) on community-engagement experience

This assignment mirrors real-world human services programming work: understanding community needs, selecting appropriate strategies, partnering ethically with communities, and thinking beyond implementation to evaluation and sustainability.

## FAMILY POLICY ANALYSIS PAPER

Course Learning Outcome #4: Understand policy formation, implementation, assessment, and evaluation, with specific attention to family policy and families as the unit of analysis.

This assignment assesses your foundational understanding of how public policy is formed, implemented, assessed, and evaluated, using a family policy lens.

You will analyze an existing public policy (or proposed policy) using:

- A basic policy analysis process (as outlined in Kusmaul, 2022), and
- The Family Impact Lens and toolkit developed by Karen Bogenschneider.

The goal is not to become a policy expert, but to demonstrate that you understand how policy works, where families fit, and why considering family impact matters in human services.

To start, choose one local, state, or federal policy that:

- Affects families directly or indirectly
- Relates to prevention, social change, health, education, aging, caregiving, economic stability, or family well-being

Examples include (but are not limited to):

- Paid family leave

- Childcare subsidies
- SNAP, WIC, or TANF
- Family caregiving policies
- Housing or zoning policies affecting families
- School or early childhood education policies

Instructor approval is required only if you are unsure whether your policy is appropriate.

Note: choosing a policy that is associated with the issue you are considering for your Social Action Group Project and/or involved with the program you are analyzing/designing for your report is a strategic move!

## **Required Elements**

### **1. Policy Overview**

- Policy name and level (local, state, federal)
- Social problem or issue the policy addresses
- Brief description of who the policy is intended to help

### **2. Policy Formation (Agenda Setting & Design)**

Using the policymaking process discussed in class (Kusmaul, 2022):

- How did this issue come onto the policy agenda?
- What problem was the policy designed to address?
- Who were the key stakeholders or decision-makers involved?

(You do not need exhaustive political detail - focus on the process.)

### **3. Policy Implementation**

- Who is responsible for implementing this policy?
- How is the policy delivered or enforced?
- What barriers or challenges may arise during implementation?

### **4. Family Impact Analysis**

Using Bogenschneider's Family Impact Lens, analyze how this policy affects families.

Address the following questions:

- Who counts as family under this policy?
- How does the policy support or strain:
  - Family stability
  - Family relationships
  - Caregiving responsibilities
  - Economic security
- Are there unintended consequences for certain types of families?

Be explicit: families, not individuals, should be the primary unit of analysis.

### **5. Policy Assessment & Evaluation**

- How is (or could) this policy be evaluated?
- What outcomes would indicate success?
- Why is evaluation important for ensuring the policy meets family needs?

You may propose reasonable evaluation strategies even if formal evaluation data are limited.

#### 6. Reflection: Why Family Policy Matters in Human Services

In 1–2 pages, reflect on:

- What you learned about the policymaking process
- How using a family lens changed your understanding of the policy
- Why family impact analysis is important for human services professionals

#### **Deliverables**

- Written Paper in APA formatting 5–6 pages written for a policymaker or community audience (not for an academic)

Human services professionals do not just work with individuals—they work with families living within policy environments. This assignment builds foundational policy literacy and reinforces the importance of viewing policy through a family-centered lens.

#### **SUBMITTING ASSIGNMENTS**

The assignments for this course are submitted through the online learning management system, D2L. If you have questions about using the system, you can email [washburn@d2l.com](mailto:washburn@d2l.com), call 1-866-888-1272, visit the Technology Support Center on Washburn campus in Bennet 104, or use the Online Student Resource Center which you can find by clicking on the Help option near the top-left corner of your D2L screen.

Unless otherwise specified, assignments must be typed and submitted in Word, which is available to you as a Washburn student. After submitting your document, check to make sure it was received. (See the Student Orientation tutorial for instructions). Open it up to make sure it looks the way you want it to look. If you are having trouble submitting a document, contact [washburn@d2l.com](mailto:washburn@d2l.com) or call 1-866-888-1272 for assistance. If you fail to attach a document, or if your document looks like gobbledygook when I open it after the due date, you will not receive credit for the assignment.

#### **FEEDBACK AND SUGGESTIONS**

View the gradebook regularly to keep track of your performance in the class and view feedback on your assignments. Reviewing feedback is crucial to ensure you can improve on subsequent assignments and classes. If you have questions about any feedback I've provided, please don't hesitate to email me! I am always happy to discuss and explain. Please be aware that your overall grade is calculated BASED ON ITEMS THAT HAVE BEEN GRADED. If you have missing assignments, then the recorded grade will overestimate your actual performance in the class unless I have manually input zeros. Speak with me if you have questions. To check your grades: Click on Assessment, then select Grades. This should give you an overview of your grades. If no grade is recorded for an assignment, then it is not calculated in your final grade.

## EVALUATION AND ASSESSMENT

- |   |                       |
|---|-----------------------|
| 1. In-Class Participation               | 10% - 52 pts.         |
| 2. Weekly Homework                      | 18% - 100 pts.        |
| 3. Program Analysis OR Design           | 18% - 100 pts.        |
| 4. Family Policy Analysis Paper         | 18% - 100 pts.        |
| 5. Social Action Group Project          | 36% - <u>200 pts.</u> |
| 6. Extra Credit – Family Impact Seminar | 15 pts.               |

TOTAL: 552 pts.

## GRADING SCALE:

Family and Human Services students must receive a C or better for this course to count toward the major, minor and/or certificate. Gerontology Certificate students must receive a C or better for this course to count toward the certificate. Other majors should check with their advisors for the grade they need to receive credit for this course.

| Letter Grade | % Grade |
|--------------|---------|
| A            | 90-100% |
| B            | 80-89%  |
| C            | 70-79%  |
| D            | 60-69%  |
| F            | <60     |

*Students may also be granted Withdrawal (W), if they withdraw from the course, or an Incomplete (I) should their circumstances permit.*

*A student who feels they were graded unfairly, or who seeks to dispute a grade, may initiate a grade appeal process. Refer to [Campus Policies](#) for more information on withdrawals and appeals.*

## TENTATIVE COURSE SCHEDULE

Note: this schedule is subject to change throughout the semester. Please stay tuned to D2L announcements to stay up to date on any of those changes. Additionally, a tentative schedule for your social action group project and advocacy skills lab have been included below to keep you on track during this condensed course timeline.

| Week | Dates            | Course Topic(s)   | Social Action Group Project   | Reading(s)<br><i>FPM is the required text; others provided on D2L</i> | Assignment(s)<br><i>Not listed – In-Class Participation and Weekly Homework</i> |
|------|------------------|---|---|---|---|
| 1    | Jan. 19 - 25     | Introduction to Course; Social Issues   | Issue Identification & Group Formation:<br><br><i>Change! – Preface &amp; Ch. 1 &amp; 2</i><br><br>Toporek et al. – Ch. 9 | Syllabus<br><br>Hall et al. – Ch. 1 & 12                              |   |
| 2    | Jan. 26 - Feb. 1 | Foundations: Family Science, Prevention Science & Systems and Social Justice Thinking |   | Meadows – Intro & Ch. 7<br><br>Nesoff – Ch. 1                         |   |
| 3    | Feb. 2 - 8       | Futures Work  |   | McGonigal – Intro, Ch. 1, Ch. 5 & Ch. 9                               |   |

|   |                   |   |   |  |  |
|---|-------------------|---|---|--|--|
| 4 | Feb. 9 - 15       | Political Activism & Social Action Basics                             | (Strengths) Research & Mobilize:<br><br><i>Change!</i> – Ch. 3, 5, 6<br><br>Toporek & Ahluwalia – Ch. 1, 2, 4, 6<br><br>Toporek et al. – Ch. 2, 4, 5, 7, 10 | FPM – Ch. 1  |  |
| 5 | Feb. 16 – 22*     | Program Design<br><br><b>*NO CLASS February 19</b>                    |   | Nesoff – Ch. 4 – 6<br><br>Kettner et al. – Ch. 7 & 8     | Social Action Group Project: Phase 1 – Issue Brief           |
| 6 | Feb. 23 - Mar. 1* | Community-Led Work<br><br><b>*NO CLASS February 24</b>                | (Solidarity) Build Relationships & Strategize:<br><br><i>Change!</i> – Ch. 4 & 7  | <a href="#">Community Tool Box</a><br><br>Nesoff – Ch. 2 |  |
| 7 | Mar. 2 - 8        | Cultural Relevancy  | Toporek & Ahluwalia – Ch. 5<br><br>Toporek et al. – Ch. 8 & 3   | -  | Prevention & Social Change Program Analysis OR Design Report |
| 8 | Mar. 9 – 15*      | Family Policy & Policymaking Process<br><br><b>*NO CLASS March 10</b> |   | Kusmaul – Ch. 1<br><br>FPM – Ch. 2, 4 & 6                |  |



|    |                  |  |   |   |  |
|----|------------------|--|---|---|--|
|    |                  |  |   | Roberts – Ch. 1                           |  |
| 9  | Mar. 16 - 22     | <b>SPRING BREAK – NO CLASS</b>   |   |   |  |
| 10 | Mar. 23 - 29     | Family Impact Toolkit & Policy Analysis  | (Strategy) Take Action:<br><br><i>Change! – Ch. 8 &amp; 9</i>                           | FPM – Ch. 11<br><br>Kusmaul – Ch. 2       | Social Action Group Project: Phase 2 – Strategy Proposal |
| 11 | Mar. 30 - Apr. 5 | Family Demographics & Global Rationale   |   | FPM – Ch. 3, 5 & 7                        | Family Policy Analysis Paper                             |
| 12 | Apr. 6 - 12      | Individualism vs. Collectivism   |   | FPM – Ch. 8 & 9                           |  |
| 13 | Apr. 13 - 19     | Evidence-Based Policymaking<br><br><b>*Family Impact Seminar – Wednesday, April 15<sup>th</sup> Time TBD</b> |   | E-B Policy – Ch. 1                        |  |
| 14 | Apr. 20 - 26     | Polarization & Family Impact Seminars  |   | FPM – Ch. 10 & 13<br><br>Roberts – Ch. 12 |  |
| 15 | Apr. 27 - May 3* | Advocacy & Strategic Communication   |   | FPM – Ch. 14                              | Social Action Group Project: Phase 3 - Implementation    |
| 16 | May 4 - 10       | Sustainability & Evaluation  | (Sustainability) Evaluate, Sustain, & Celebrate<br><br><i>Change! – Ch. 10 &amp; 11</i> | FPM – Ch. 15                              | Extra Credit Reflection                                  |

|    |                |                                      |                                |  |  |
|----|----------------|--------------------------------------|--------------------------------|--|--|
|    |                |                                      | Toporek & Ahluwalia –<br>Ch. 7 |  |  |
|    |                |                                      | Toporek et al. – Ch. 11        |  |  |
| 17 | May 11<br>- 15 | <b><i>FINALS WEEK – NO CLASS</i></b> |                                |  | Social Action<br>Group Project:<br>Phase 4 –<br>Reflection &<br>Evaluation due<br>Wednesday,<br>May 13 <sup>th</sup> by<br>11:59pm |

## COURSE POLICIES

### LATE WORK/MAKE-UP POLICY

As a student, you are responsible for your own performance and success. This includes managing your time effectively, keeping track of due dates, and completing all assignments on time. These skills are essential not only for academic achievement but also for success in professional environments, where meeting deadlines is expected.

Unless indicated otherwise, **assignments for this course are due every week by Sunday at 1:00pm.** This time is purposeful as every Sunday, I spend 1-4pm grading that week's assignments for all of my classes. However, to provide flexibility without penalty, I have a built-in extension of the following Saturday at 11:59pm (6 days later). Any assignment turned in by that extended due date will be accepted and eligible for full points with no need to request an extension. **Note: this policy does NOT apply to group assignments (i.e., social action group project) or assignments due within the last two weeks of the course.**

Because this course is so full, the course schedule will move very rapidly. I encourage you to only use the flexible due date when you absolutely need. If you have planned vacations that will interrupt your schedule, I encourage you to complete assignments ahead and not rely on this flexible deadline. Please do your best to plan your semester carefully, manage your time well, and accomplish your work according to the course schedule.

Incompletes are only given for serious reasons following WU's policy for incompletes (which requires that you have completed at least 75% of the course).

### SENSITIVE COURSE CONTENT

The instructor acknowledges that this course touches on sensitive topics that may be challenging for some students to study. For this reason, it is important that students engage in self-care and utilize resources available to Washburn students to ensure a comfortable, safe, and productive learning environment. The instructor can provide referrals to WU services upon request. Descriptions and links to information on many WU services (e.g., counseling services) are included in the University Syllabus. **In crisis? Call or Text 988.**

For invited guests, speakers, extra credit opportunities, etc., students might encounter different perspectives that may challenge their personal views. The instructor and/or Department may or may not endorse these views, but these perspectives may be necessary to the student's development as a helping professional. As time permits, we may be able to discuss these challenging topics in class. However, please be mindful of personal triggers and remember to contact counseling services for support as needed.

### NETIQUETTE AND CONFIDENTIALITY

As mentioned, this course covers some sensitive topics. Please be aware that while you may *choose* to share sensitive personal information, *you are never required to do so*. The information you share about yourself in this course is *not* considered confidential. Students are expected to follow these guidelines:

- If you discuss the experiences of friends and/or family, make sure to protect their privacy by avoiding the use of information that could lead to their identification.
- If you discuss experiences of consumers, the field's ethical standards require that you must protect their confidentiality at all times by avoiding any references to their name, agency, situation, or other information that might lead to their identification.
- If you have had problematic experiences with other people (e.g., faculty members, agency staff, students) or places (e.g., internship agencies, departments or programs on campus), make sure to avoid the use of identifying information in class discussions.
- Do not post photos or videos of clients in this class or in related presentations (e.g., WTE projects), even if your agency has permission to use them. Otherwise, you may post agency materials that are in the public domain

## INTERPERSONAL AND PROFESSIONAL SKILLS

The classroom, even online, provides an excellent opportunity to practice important interpersonal and professional skills that are necessary to succeed in your career. These skills include, but are not limited to:

- Demonstrating responsibility through regular engagement in classes and timely submission of assignments.
- Engaging in appropriate participation in class discussions and exercises.
- Demonstrating appropriate and respectful communication skills in all dealings with the Department (e.g., in the classroom, fieldwork settings, advisor meetings, emails, phone calls, etc.). Note: this includes appropriate email etiquette.
- Showing insight into your own behavior and your impact on others.
- Demonstrating responsiveness to faculty/advisor feedback by showing improvement in skills.
- Demonstrating consistent appropriate conduct that would enable you to work with clients with reasonable skills and safety.
- Following the WU student conduct code ([http://www.washburn.edu/current-students/services/Student\\_Conduct\\_Code.pdf](http://www.washburn.edu/current-students/services/Student_Conduct_Code.pdf)).
- Exhibiting academic integrity (including appropriate citations and references to outside sources as well as appropriately using AI).

If students do not demonstrate the above skills consistently, the Department may offer a student improvement plan to help the student develop the requisite skills for internships and subsequent success in the field. If improvement is not shown, students may not receive approval for placement in internships/practicums and may be counseled to seek a different degree. In addition, the instructor reserves the right to deduct points from a student's final grade if the student does not consistently display appropriate interpersonal and professional skills in classroom and/or fieldwork settings.

## THE USE OF ARTIFICIAL INTELLIGENCE IN COURSEWORK

The expectation of this course and its instructor is that work produced for a grade will represent the learner's efforts to meet course assignment and academic goals. Artificial intelligence exists as a resource and can be applied as a search and research tool. In this course the use of AI is encouraged in specific assignments with attribution: **In this course learners can choose to use AI tools like ChatGPT to help brainstorm and/or draft assignments or projects, or to revise existing written work. It is expected that submitted assignments will follow the specific assignment instructions regarding the use of AI, and appropriately reference, cite, and attribute any role played, or text generated by AI tools.** Please include the following:

- A reference item for the AI option you used (e.g., ChatGPT, etc.).
- Statement indicating you did not copy and paste from an AI form and reviewed all outputs thoroughly before using for your assignment.
- How you used it and how using it was beneficial to your learning process (i.e., how using it wasn't the easy way out, but instead enhanced your experience).

[How to cite ChatGPT](#) in APA style for this course.

If I suspect AI has been used on any assignment in this course and this statement isn't included, it will be an automatic 0 for the assignment. If the behavior continues, further disciplinary actions within the Department and University will be pursued just as they would if plagiarism was occurring.

## ADDITIONAL COURSE POLICIES AND PROCEDURES

**Responsible Employee:** The course instructor, as a Washburn faculty member, is considered a "Responsible Employee" according to Title IX. This means that the instructor is required to report incidents of sexual violence and/or misconduct to Washburn's Title IX coordinator. However, if these incidents are shared as a part of a *course related assignment or discussion*, the instructor is not required to take action. If you would like referrals to assistance after experiencing sexual violence, please reach out to your instructor. Refer to the University Syllabus for additional details.

Importantly, there is no political indoctrination in this course. Students develop and choose what issues, projects, and campaigns to work on, and students can change their minds at any point in the semester. My role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

## DEPARTMENT INFORMATION

### MISSION OF THE FAMILY AND HUMAN SERVICES DEPARTMENT

The mission of the Family and Human Services Department is for students to attain the attitudes, skills, and knowledge to become effective, ethical, and compassionate helping professionals who engage in creative approaches to meet diverse individual, community, and societal needs.

### LEARNING OUTCOMES OF THE FAMILY AND HUMAN SERVICES PROGRAM

Upon graduation, Family & Human Services students should be able to:

1. Describe the historical development and scope of the field.
2. Explain the foundational values of the field, including the promotion of strengths, diversity, social justice, and integrative wellness.
3. Demonstrate effective prevention, intervention, and evaluation skills for working with individuals, families, and other stakeholders.
4. Demonstrate effective interpersonal and professional skills appropriate to the field.
5. Adhere to professional ethical standards.

## GRADE REQUIREMENTS

If you are taking this course for a Family and Human Services major, minor, or certificate, then you must earn a C or better to pass.

## BASIC NEEDS STATEMENT & UNIVERSITY SYLLABUS

At Washburn University, we recognize that students' basic needs must be met in order for them to achieve academic success. If you are experiencing challenges related to food security, housing stability, or other basic needs, we encourage you to seek support. Washburn University offers various resources and services to assist students in need.

### Resources available include:

- [Ichabod Food Pantry](#): Providing free food and personal care items to students.
- [Counseling Services](#): Available to support your mental health and well-being.
- [Student Health Services](#): Providing health care and wellness resources.
- [Campus Advocate](#): Providing confidential victim advocacy and case management to students, faculty, and staff in the Washburn community. You do not need to be the victim of a crime to receive case management services from the Campus Advocate.

Your well-being is important to us. If you're having trouble with any of those things, please contact one of these areas and/or me. Together we can work to make sure those needs are met.

**University Syllabus:** The University Syllabus includes valuable information about university services (e.g. counseling support, student health, etc.) as well as policies and requirements. You can access it by logging on to [my.washburn.edu](http://my.washburn.edu), choosing My Courses on the left, and then clicking on the house icon next to your course. Once in d2l, select the course and then click Syllabus link in the upper left corner (choose University Syllabus).