



SYLLABUS FOR PREVENTION & SOCIAL CHANGE

3 Credit Hours

HS – 300 A

Fall 2026

Instructor:	Dr. Jessie Piper, CFLE
Instructor Email:	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:	Asynchronous Online
Meeting Times/Location:	Zoom (times TBD based on student availability), D2L
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 social change 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 no required textbook for this course. Instead, all course materials will be provided through D2L content pages for each unit. Readings are integrated into interactive webpages that also include videos, activities, and other learning resources designed to support your understanding of the course content.

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 Microsoft Teams, 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 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, 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>

Miro Board

This course uses [Miro](#), an online collaborative workspace, as the primary platform for facilitated learning activities. Throughout the semester, students will use Miro to contribute ideas, engage in structured facilitation methods, collaborate with classmates, develop project plans, and document their learning. The Miro board serves as a shared record of the class's collective work and is an integral part of course participation. Students should have reliable internet access and a device capable of fully accessing Miro (desktop or laptop computer recommended). Students who are unable to attend a live Zoom facilitation session will complete an equivalent asynchronous contribution using the Miro board.

You will create a free Miro account using your email address during the first week of class. Step-by-step instructions and an invitation link to the course board will be provided in D2L. No paid subscription is required.

Microsoft Teams

This course uses Microsoft Teams to support group communication and collaboration throughout the semester. Each project group should create a shared Teams space for messaging, file sharing, scheduling, and ongoing coordination. Students should check Teams regularly for communication from

group members. Teams is available at no cost to all Washburn University students through their university account: [Office 365 - Washburn University](#)

Zoom

This course uses Zoom for instructor-facilitated class meetings and collaborative facilitation activities throughout the semester. Information about meeting dates, times, and access links will be provided in D2L. Students should have a device with a working microphone and speakers (a webcam is recommended but not required). Zoom is available at no cost to all Washburn University students through their university account: [Video Conferencing - Washburn University](#)

Project groups may choose to meet virtually using either Microsoft Teams or Zoom for their own independent collaboration outside of scheduled class meetings.

COMMUNICATION, ENGAGEMENT, AND INSTRUCTOR SUPPORT

As your instructor, I will interact and engage with each of you regularly throughout the term to support your learning and progress in the course. I will provide direct instruction related to the course learning objectives through course materials, recorded content, announcements, and facilitated class meetings. I will respond to questions, grade and provide timely feedback on submitted coursework, post regular announcements, participate in course discussions regarding academic content when appropriate, and meet with student groups and individuals throughout the semester to provide coaching, guidance, and support.

To be successful in this course, you are expected to engage regularly with the course by reviewing course announcements, completing assigned readings and learning activities, participating in required collaborative meetings or equivalent asynchronous activities, communicating with your group members, checking your Washburn email frequently, and reaching out when you have questions or need assistance. Consistent engagement throughout the semester is essential, particularly because much of the course involves collaborative planning, implementation, and reflection.

Meetings

This course includes required group meetings and individual check-ins designed to promote engagement, collaboration, and successful completion of course requirements. Some group meetings will be facilitated by me and will provide opportunities for instruction, structured facilitation activities, feedback, and discussion of course content. Students who are unable to attend a live instructor-facilitated meeting will complete an equivalent asynchronous learning activity. Other group meetings will be conducted independently by student groups to support project development and peer collaboration. Project groups may meet virtually using Microsoft Teams or Zoom, depending on the group's preference. Individual or group check-ins with me will occur throughout the semester to review progress, address questions or concerns, provide coaching, and ensure that you are meeting course expectations and learning goals.

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. 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, office hours, or by appointment. I am happy to discuss the course, assignments, your career goals, future educational opportunities, or any questions you have about your progress. Please don't hesitate to reach out.

Depending on the semester, I have both remote and in-office workdays. Typically, I am in my Topeka office on Tuesdays, Thursdays, and Fridays and work remotely on Mondays and Wednesdays. You can set up either virtual or in-person meetings using my booking link: [Book time with Jessie Piper](#)

You can generally expect a response to emails within 48 hours, except when I have posted an automatic reply indicating that I am traveling or away from the office (e.g., conferences or vacations). When emailing me about this course, please include the course number in your message or subject line. This helps me identify your class quickly and respond more efficiently.

Please remember that email communication with an instructor is professional correspondence, not text messaging. Emails should include a clear subject line, an appropriate greeting, enough detail for me to understand your question, and a signature with your name. Providing complete information in your initial email will help me respond more efficiently and reduce unnecessary back-and-forth communication.

COURSE LEARNING ACTIVITIES AND ASSESSMENTS

Course learning outcomes are directly aligned with course assessments and are identified below. The course includes two major assignments. One assignment is a collaborative group project that is broken into smaller elements across the semester, while the remaining assignment is an individual paper.

PREVENTION & SOCIAL CHANGE STRATEGY GROUP PROJECT (300 PTS.)

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

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.

This semester-long group project provides hands-on experience using futures thinking and a family impact lens to move from understanding a complex community problem to developing and implementing an appropriate prevention or social change strategy.

Rather than beginning with a predetermined type of intervention, your group will use a facilitated process to understand the problem, examine the systems and conditions shaping it, consider possible futures, and determine what type of strategy is most appropriate for creating meaningful change. Your strategy might involve prevention, education, advocacy, policy change, community engagement, coalition building, social action, organizational change, or another approach supported by evidence and the context of your issue.

The project is intentionally scaffolded throughout the semester. Each phase builds upon the previous one through individual learning activities, instructor-facilitated conversations, collaborative work, and group deliverables. The facilitated sessions are not separate assignments; they are working sessions designed to help your group make the next important decision in the process.

By the end of the semester, you will have practiced a process for moving from understanding reality → analyzing a problem → considering the future → designing a strategy → taking action → reflecting, evaluating, and considering what comes next.

The goal is not to achieve a specific amount of social change within one semester. Complex community change often requires sustained effort beyond the scope of a course. Instead, you will be evaluated on the quality of your analysis, strategic decision-making, implementation, use of evidence, collaboration, and reflection.

Project Overview

Each project deliverable represents certain phases of the process. Your group will build upon previous work, using information gathered through research, environmental scanning, stakeholder engagement, facilitation activities, and implementation experiences.

- Unit 1: Understand Reality
- Unit 2: Analyze the Problem
- Unit 3: Consider the Future
 - Deliverable: **Issue Brief (50 points)**. The Issue Brief establishes the foundation for your group's project by clearly defining the community problem and explaining why it matters. Your group will:
 - Describe the community problem affecting families, including relevant data, research, and community context.
 - Explain who is impacted by the issue and how families are affected.
 - Incorporate findings from the environmental scan and stakeholder engagement activities.
 - Apply the Family Impact Lens to analyze the relationship between the issue, families, and broader systems.
 - Identify key stakeholders, existing efforts, and opportunities for meaningful action.
 - Incorporate elements from preferred future conversation.
- Unit 4: Design a Strategy
 - Deliverable: **Strategy Proposal (50 points)**. The Strategy Proposal moves your group from understanding the problem to designing an intentional approach for creating change. Your group will:
 - Identify a specific goal and desired outcome for social change.
 - Select and justify a prevention or social change strategy based on course concepts, research, and community context.
 - Develop said strategy into a campaign that can be completed in one semester.
 - Develop a realistic action plan, including activities, timeline, responsibilities, and communication strategies.
 - Consider ethical issues, potential barriers, and strategies for adapting as needed.
- Unit 5: Take Action
 - Deliverable: **Video Discussion (50 points)**. The Implementation phase provides an opportunity to put your strategy into action and communicate your work to others. Your group will:
 - Implement the approved social change strategy within the scope of the semester timeline.
 - Document the actions taken and evidence of group efforts.

- Explain how implementation connected to the original strategy and goals.
- Describe any adaptations, challenges, or unexpected outcomes that occurred.
- Create a brief TikTok or "Reel"-style video that communicates your process and progress to classmates.
- Unit 6: Reflect, Evaluate & Sustain
 - Deliverable: **Final Report (50 points)**. The Final Report brings together your project work and reflects on what your group learned throughout the process. Your group will:
 - Summarize the original issue, family impact analysis, and rationale for action.
 - Describe the strategy implemented and the actions taken.
 - Evaluate progress toward goals and reflect on what contributed to success or challenges.
 - Discuss lessons learned, sustainability considerations, and possible next steps.
 - Communicate findings and recommendations using professional human services language.

The goal of these deliverables is not simply to produce a final product. The goal is to practice the process of collaborative social change: understanding a problem, using evidence and stakeholder perspectives, making strategic decisions, taking action, and learning from the experience.

Peer Evaluation (20 points)

Following submission of the Final Report, each individual group member will engage in peer evaluation of their peer members. This will afford you the opportunity to discuss the strengths and weaknesses of your peers and will give me additional insight needed to adjust grades (if necessary). In the two years I've been teaching this course, I have not yet had to use peer evaluations to adjust grades because the remainder of the course has done a great job of illustrating who is doing well and who is struggling. However, I also urge you to communicate early and often regarding group dynamics – with each other, but also with me. I can only support you if I know what is going on. This is exceptionally important in an online class when I won't see behavior in the classroom as I do in an in-person class.

Group dynamic can be difficult, but this process is illustrative of processes you will have to engage in in the workforce. Doing it in class now provides you the safe place with me as support to ensure everyone can be successful. All success takes is respect, communication, and everyone doing the best they can!

Instructor-Facilitated Meetings (80 points total)

Participation in instructor-facilitated meetings is worth 10 points each (60 points total). These meetings serve as structured working sessions where we will use facilitation methods to advance your group projects. Students who cannot attend synchronously may earn full credit by completing the equivalent asynchronous activity by the posted deadline. If you can make it work with your schedule, attending during the live session will be very advantageous to your experience!

Participation in stakeholder engagement is worth 20 points and will be completed solely by the individual student.

- **Meeting 1 – Shared Reality**
Class develops a shared understanding of possible community issues affecting families.

- **Meeting 2 – Environmental Scanning**

We will examine trends, existing efforts, historical context, and community assets related to the identified issues.

- **Stakeholder Engagement (Independent)**

Each student will meet with a stakeholder connected to one or more identified issues to better understand the current landscape and existing efforts.

- **Meeting 3 – Foresight**

We will use futures thinking and strategic foresight to consider what we want to be different.

- **Meeting 4 – Consensus Workshop**

Many issues will be important. In this session, we will work to prioritize the issues identified during the first phase. The results of this workshop will be used to form project groups around shared interests.

- **Meeting 5 – Action Planning Conferences**

After submitting the Issue Brief, each group will participate in a short facilitated planning session to refine its understanding of the issue, establish a realistic goal for change, and develop a detailed action plan. This meeting directly supports completion of the Strategy Proposal.

- **Meeting 6 – Evaluation & Reflection Focused Conversation**

Following implementation, as a class, we will reflect on the project process, discuss lessons learned, evaluate outcomes, and prepare for completion of the Final Report.

Each meeting intentionally prepares you for the next project deliverable:

- Meetings 1–4 → provide the foundation for the Issue Brief.
- Meeting 4 & 5 → prepares your group to complete the Strategy Proposal.
- Implementation → provides the evidence needed for the Video Discussion.
- Meeting 6 → prepares you to complete the Final Report.

Asynchronous Alternative:

Students who are unable to attend a scheduled instructor-facilitated meeting may complete an equivalent activity designed to engage with the same learning objectives. Alternative activities may include reviewing the meeting recording, contributing to the Miro board, completing a reflection activity, or responding to prompts related to the facilitation session. Full credit is available when the alternative activity demonstrates meaningful engagement with the learning objectives.

Grading

The emphasis of this project is on thoughtful, ethical, and evidence-informed action - not the size or visibility of your impact. Successful projects identify a realistic opportunity for change, thoughtfully implement a strategy aligned with course concepts, and critically reflect on both successes and challenges. Your work will be evaluated on the quality of your thinking, planning, implementation, and reflection rather than whether your advocacy effort achieved its desired outcome.

FAMILY POLICY ANALYSIS PAPER (100 PTS.)

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 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

Note: choosing a policy that is associated with the issue you are considering for your Group Project is a strategic move that can support your Issue Brief and Strategy Proposal!

Required Elements

1. Policy Overview

- Policy name and level (local, state, federal)
- Social problem or issue the policy is meant to address (i.e., What problem was the policy designed to address?)
 - Include any history you have on how the issue came onto the policy agenda in the first place.
- Brief description of who the policy is intended to help (i.e., target population)

2. 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 as it makes sense for your particular policy:

- Who counts as family under this policy?
- How does the policy:
 - support rather than substitute for family members' responsibilities to one another?
 - reinforce family members' commitment to each other and to the stability of the family unit?
 - recognize the power and persistence of family ties, and promote healthy couple, marital, and parental relationships?
 - acknowledge and respect the diversity of family life (e.g., different cultural, ethnic, racial, and religious backgrounds; various geographic locations and socioeconomic statuses; families with members who have special needs; and families at different stages of the life cycle)?
 - engage and work in partnership with families?
- Are there unintended consequences for certain types of families?

5. Conclusions and Recommendations: Based on your analysis, what conclusions and/or recommendations can you reasonably make regarding the policy to support family responsibility, stability, relationships, diversity and engagement?

Deliverable

- Paper in APA formatting including in-text citations and a reference list written for a policymaker or community audience (not for an academic)
- Scholarly articles used to support viewpoints/arguments

Rubric

Criteria	Exemplary (20 pts)	Proficient (17 pts)	Developing (14 pts)	Beginning (0–13 pts)
Policy Overview & Context (20 pts)	Clearly identifies the policy, level of government, target population, and the social problem it addresses. Provides accurate background on how the issue reached the policy agenda and demonstrates a strong understanding of the policy context.	Identifies the policy, level, target population, and social problem with adequate context. Includes some discussion of the policy agenda or history.	Provides a basic description of the policy but omits important contextual information or demonstrates limited understanding of the policy's purpose or history.	Policy description is incomplete, inaccurate, or missing key elements. Little or no understanding of the policy context is demonstrated.
Policy Implementation (20 pts)	Clearly explains who implements the policy, how it is implemented or enforced, and thoughtfully analyzes implementation challenges or barriers using evidence and examples.	Describes implementation responsibilities and identifies some implementation challenges with adequate explanation.	Provides limited or superficial discussion of implementation or barriers. Important elements are missing or underdeveloped.	Little or no discussion of implementation or implementation challenges.
Family Impact Analysis (30 pts)	Thoroughly applies the Family Impact Lens to analyze the policy. Thoughtfully considers family responsibility, stability, relationships, diversity, engagement, and unintended consequences as appropriate for the policy. Demonstrates	Applies the Family Impact Lens appropriately and addresses most relevant dimensions. Analysis demonstrates understanding but may lack depth or	Demonstrates a basic understanding of the Family Impact Lens but analysis is descriptive rather than analytical or addresses only a few dimensions.	Minimal or inaccurate application of the Family Impact Lens. Analysis is incomplete or unsupported.

Criteria	Exemplary (20 pts)	Proficient (17 pts)	Developing (14 pts)	Beginning (0–13 pts)
	strong critical thinking and supports analysis with evidence.	completeness in some areas.		
Conclusions & Recommendations (20 pts)	Conclusions logically follow from the analysis. Recommendations are realistic, family-centered, well-justified, and clearly connected to the Family Impact Lens.	Conclusions and recommendations are reasonable and generally supported by the analysis.	Conclusions or recommendations are vague, only partially supported by the analysis, or lack clear connections to family impact.	Conclusions and recommendations are missing, unsupported, or unrelated to the analysis.
Professional Communication & Use of Evidence (10 pts)	Paper is well organized, written for a policymaker/community audience, uses appropriate professional language, incorporates scholarly sources effectively, follows APA formatting, and contains few or no writing errors.	Organization and writing are generally clear. Uses scholarly sources and APA formatting with only minor errors.	Writing, organization, or APA formatting contains several errors. Use of evidence is limited or inconsistently integrated.	Paper is difficult to follow, lacks appropriate scholarly support, or contains substantial writing and APA errors.

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.

HOMEWORK (~100 PTS.)

Course Learning Outcome #1: Describe the purpose and value of prevention and social change programs in human services.

Course Learning Outcome #2: Describe common strategies used in prevention and social change programs.

In addition to these major assignments, you will complete a variety of smaller, low-stakes activities embedded throughout the D2L content pages accumulating to approximately 100 points. These activities are designed to support your learning, check your understanding of key concepts, and scaffold the skills and knowledge needed for success on larger assignments. Many of these activities can be directly incorporated into or serve as preparation for your major assignments, helping you make steady progress throughout the semester rather than completing large projects all at once.

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, 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 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 the 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

Group Assignments

- | | |
|--------------------------------|----------|
| 1. Social Action Group Project | 200 pts. |
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Individual Assignments

- | | |
|---------------------------------|----------|
| 2. Peer Evaluation | 20 pts. |
| 3. Meeting Attendance | 80 pts. |
| 4. Family Policy Analysis Paper | 100 pts. |
| 5. <u>Homework</u> | 100 pts. |

TOTAL: 500 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.

Dates & Units <i>Modules are organized by unit spanning the dates listed. They will not follow the typical weekly schedule you may have seen in other classes.</i>	Topics	Meetings <i>Once dates have been determined, they will be added to the syllabus.</i>	Assignment(s) <i>Homework is not listed here so be sure to pay attention to D2L deadlines.</i>
Aug. 17 to 30 (Weeks 1-2): Understand Reality - What is happening, and why does it matter?	Family science foundations; Prevention science foundations; Family demographics and trends; Global and local contexts; Social justice and equity; Community assets and needs; Systems thinking; Social determinants and root causes; Stakeholder identification and engagement	Meeting 1 – Shared Reality (TBD: Week 2)	-
Aug. 31 to Sept. 13 (Weeks 3-4): Analyze the Problem - What is shaping this problem, and where are the opportunities for change? <i>Labor Day: Sept. 7</i>	Environmental Scanning; Systems thinking; Social determinants and root causes; Community assets and needs; Stakeholder identification and engagement; Prevention frameworks; Levels of prevention; Community-based prevention; Evidence-based practice; Cultural relevance and responsiveness; Theory and models of change; Family impact analysis; Power mapping	Meeting 2 – Environmental Scanning (TBD: Week 3) Stakeholder Engagement (Independent)	-
Sept. 14 to 27 (Week 5-6): Consider the Future - What could happen, and what future do we want?	Futures thinking; Family demographics and trends; Global and local contexts; Social justice and equity; Family impact analysis; Sustainability planning; Polarization and public discourse; Institutions and decision-making; Agenda setting	Meeting 3 – Foresight (TBD: Week 5)	Issue Brief (<i>due Sept. 27 at 11:59pm</i>)
Sept. 28 to Oct. 25 (Weeks 7-10): Design a Strategy - What should we do?	Program design principles; Theory and models of change; Logic models; Examples of successful social change initiatives; Strategic social action; Advocacy versus activism versus education; Civic engagement; Coalition building; Community	Meeting 4 – Consensus Workshop (TBD: Week 7)	Family Policy Analysis Paper (<i>due Oct. 11 at 11:59pm</i>)

<i>Fall Break: Oct. 3-6</i>	organizing; Goal and objective development; Identifying targets and demands; Ethical considerations in social change; Family policy frameworks; Policy formation and implementation; Policymaking processes; Power mapping; Strategic communication; Messaging and framing		Strategy Proposal (<i>due Oct. 18 at 11:59pm</i>)
Oct. 26 to Nov. 24 (Weeks 11-15): Take Action - How do we move from strategy to implementation? <i>Thanksgiving Break: Nov. 25 to 29</i>	Implementation science foundations; Leadership and facilitation; Group dynamics; Collaboration and conflict management; Stakeholder communication; Advocacy implementation; Community engagement strategies; Adaptive leadership; Strategic communication; Messaging and framing; Goal and objective development	Meeting 5 – Action Planning Conferences (TBD: Week 11)	Video Discussion (<i>due Nov. 24th at 11:59pm</i>)
Nov. 30 to Dec. 11 (Weeks 16-17): Reflect, Evaluate & Sustain -What happened, what did we learn, and what happens next?	Evaluation methods; Measuring outcomes and impact; Continuous improvement; Lessons learned; Sustainability planning; Communicating findings; Translating evidence for different audiences; Professional reflection and future action	Meeting 6 – Evaluation & Reflection Focused Conversation (TBD: Week 16)	Final Report (<i>due Dec. 10th at 11:59pm</i>) Peer Evaluation (<i>due Dec. 11th at 11:59pm</i>)

COURSE POLICIES

ASSIGNMENT DEADLINES AND FLEXIBLE DUE DATES

As a student, you are responsible for your own learning, performance, and success in this course. This includes managing your time effectively, keeping track of deadlines, and completing assignments in a timely manner. These skills are essential not only for academic success but also for professional practice, where meeting deadlines and honoring commitments are expected.

Assignments are due according to the course schedule, which has been designed around the semester calendar and University breaks. To provide flexibility for the unexpected challenges that arise in busy lives, all assignments (**with the exception of those due during the final unit of the course**) include an automatic one-week grace period. Assignments submitted within one week of the original due date will be accepted for full credit without penalty and without the need to request an extension.

Please note that this flexibility is intended to serve as a safety net rather than an alternative schedule. I typically grade assignments on Sunday afternoons, and timely submission allows you to receive feedback more quickly and stay current with course content.

Because this course includes a semester-long group project and many assignments build upon previous work, falling behind can create challenges for both you and your group members. If you choose to use the grace period for a group project deliverable, all group members should communicate (with each other and the course instructor) and agree on the revised submission timeline. Delays in one phase of the project can affect later phases and limit opportunities for feedback and revision.

If you anticipate travel, vacations, or other planned absences during the semester, I strongly encourage you to work ahead whenever possible (although this isn't always possible) rather than relying on the flexible deadline. Careful planning and consistent progress will help you get the most from the course and reduce stress for both you and your collaborators.

Requests for an Incomplete grade will be considered only in accordance with Washburn University policy. Incompletes are reserved for serious and documented circumstances and generally require that at least 75% of the course has been completed successfully prior to the request.

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).
- 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 permitted, but 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.).
 - [How to cite ChatGPT](#) in APA style for this course.
- 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., using it wasn't the easy way out, but instead enhanced your experience).

At the beginning of the course, each student will make an integrity pledge to follow this policy and use AI in a way that honors their values and supports their learning and development. If I suspect AI has been used on any assignment in this course and this policy isn't followed, 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, 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).