

COLLEGE OF ARTS  
& SCIENCES

SOWK 630-001

POLICY FOR SOCIAL  
CHANGE

*Spring 2026*

*Instructor: Dustin R. Young DSW, LCSW, MSW*

Andrews  University

**SOWK 630**  
**POLICY FOR SOCIAL CHANGE**  
Spring 2026

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**GENERAL CLASS INFORMATION**

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Class location: NH024  
Class time/day: 3:30p – 6:20p, Mondays  
Credits offered: 3

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**INSTRUCTOR CONTACT**

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Instructor: Dustin R Young LCSW  
Telephone: 269-471-6249  
Email: dustiny@andrews.edu  
Office location: Nethery Hall Room 019  
Office hours: **Monday 9:30 – 11a; Tuesday 11:30 – 12:30p; Wednesday 10a – 1p**  
\*By Appointment

**\* NB:** *Syllabus is subject to change at the instructor's discretion due to time constraints, educational goals and learning objectives.*

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**COURSE DESCRIPTION**

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The purpose of this class is to explore theory and apply it to community organizing, coalition building, and advanced-policy analysis; assess existing policies within various systems and study the impact of these policies; and plan and implement a social-action project.

**Course Objectives**

This course will assist the student to:

- Students will be able to make connections between course materials and real-world experiences.
- Students will be able to link historical perspectives in social work policies to modern day policies.
- Students will assess current policies and identify gaps in the policy.
- Students will be able to link current knowledge of policies and engage in community action.

Students will identify the link between policy and social work

**Prerequisite:** Advanced-year placement.

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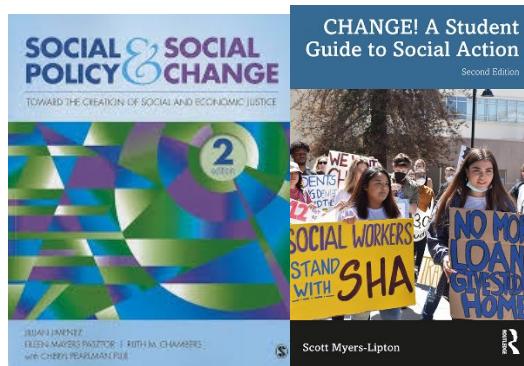
**COURSE MATERIALS**

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**Required:** Jimenez, J., Pasztor, E.M., Chambers, R.M., & Fujii, C.P. (2014). *Social policy and social change: Toward the creation of social and economic justice* (2<sup>nd</sup> ed.). Sage Publications. For more ISBN and price information, please see the listing at the Bookstore

<http://andrews.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=87236&catalogId=10001&langId=-1>

[Myers-Lipton, S. \(2023\). \*CHANGE! A Student Guide to Social Action\* \(2<sup>nd</sup> ed.\). Routledge.](https://doi.org/10.4324/9781003359791)  
<https://doi.org/10.4324/9781003359791>




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## SOCIAL WORK KNOWLEDGE, SKILLS & VALUES INFUSED WITHIN COURSE

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### Program Learning Outcomes (PO):

	Knowledge	Values	Skills
1.	Professionalism	1. Dignity & worth of a Person	1. Demonstrate ethical reasoning & decision making
2.	Ethics & values	2. Integrity	2. Resolve ethical conflicts
3.	Critical thinking	3. Competence	3. Practice critical thinking
4.	Contextual awareness	4. Christian compassion	4. Demonstrate effective oral skills
5.	Christian perspective	5. Importance of Human Relationships	5. Advocate for human rights and Oppose oppression & discrimination
6.	Human Rights		5. Demonstrate effective writing skills
			6. Demonstrate cultural competency with diverse groups

### Diversity Elements:

Age, color, race, class, gender, power, political ideology, religion, oppression, privilege

### Social Work Competencies and Practice Behaviors:

The course Student Learning Outcomes (SLO) are based on the CSWE 2022 Educational Policy and Accreditation Standards (EPAS) and the Department's own required SLO. In Social Work the SLO are called Practice Behaviors. Upon completion of this course, the student will demonstrate practice proficiency in the following areas within the context of this course:

- **PB1c:** Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication (EJ)
- **PB 1e:** Use supervision and consultation to guide professional judgement and behavior (CT, EJ)
- **PB 1a:** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making ethical conduct of research and additional codes of ethics as appropriate to context (CT, EJ)
- **PB 1b:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (AR)
- **PB 2a:** Advocate for human rights at the individual, family, group, organizational, and community system levels. (EJ)
- **PB 2b:** Engage in practices that advance social, economic, and environmental justice (EJ)
- **PB 2c:** Promote national and international policies that advance human rights; promote social, racial, economic and environmental justice; and reduce oppression and discrimination. (EJ, CT, AR)

- **PB2d:** Collaborate in community-organizing and coalition-building skills to promote social, racial, economic, and environmental justice.(CT, EJ)
- **PB 3d:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (CT, EJ)
- **PB 2b:** Engage in practices that advance social, economic, and environmental justice (EJ)
- **PB 3a:** Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. (CT, AR, EJ)
- **PB 3b:** Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
- **PB 3c:** Demonstrate sufficient self-awareness to mitigate the influence of personal biases, power, privilege, and values in working with diverse groups, while continually improving practice and deepening cultural humility through critical reflection, as evidenced by intentional self-awareness, self-reflection, and self-regulation. (CT, AR, EJ)
- **PB 5a:** Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. (CT)
- **PB 5b:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. (CT, AR, EJ)
- **PB 5c:** Collaborate with colleagues, clients, and organizations for effective policy action (CT, EJ)
- **PB 5d:** Conduct advanced policy analysis and promote solutions that enhance social well-being. (CT, AR, EJ)
- **PB 8b:** Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. (CT, EJ)
- **PB10c:** Demonstrate integration of faith across diverse practice settings while showing respect for clients' spiritual beliefs and practices. (CT, AR, EJ)
- **PB11c:** Implement trauma-responsive interventions with clients, colleagues, and systems such as TF-CBT and SAMHSA's Principles of Trauma-Informed Care.

**Cognitive and Affective Processes:**

**Critical Thinking:** Demonstrate the application of principles of critical thinking which can include: accurately interpreting evidence, statements, graphics, questions, etc., identifying the salient arguments (reasons and claims) pro and con, analyzing and evaluating major alternative points of view, drawing warranted, judicious, non-fallacious conclusions, justifying key results and procedures, explaining assumptions and reasons, fair-mindedly following where evidence and reasons lead.

**Affective Reasoning:** Demonstrate understanding of how thoughts, behaviors, feelings, biases, and personal experiences influence professional judgement and behavior, ability to effectively engage with diverse clients, constituencies and other professionals, and affect their assessment and decision making

**Exercise of Judgment:** Demonstrates use of relevant criteria to accurately arrive at appropriate conclusions and provides logical justification for chosen strategies.

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**COURSE ASSIGNMENTS, GRADING ASSESSMENT, AND ASSIGNMENT WEIGHTS**

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	<b>Assignments</b>	<b>Student Learning Outcomes</b>	<b>Points</b>

1.	QUIZZES	<b>PB1a, PB1b, PB1c AR</b>	100
2.	POLICY ROUNDTABLES (10pts/group @ 2) Group, In – Class Activity	<b>PB2a, PB5a PB5c, PB8b</b>	20
3.	BACKGROUND PAPER OUTLINE- IN-CLASS and FOLLOW-UP	<b>PB1c,PB1e EJ, CT, NG</b>	10
4.	BACKGROUND PAPER	<b>PB2a, PB5a, PB5c, PB8b CT</b>	50
5.	SOCIAL CHANGE PROJECT PROPOSALS	<b>PB1a, PB1c PB1e, PB1a PB5b CT, AR EJ</b>	30
6.	JOURNAL ACTIVITIES	<b>PB1b, PB1c PB2a CT, AR</b>	130
7.	EXAMS (50pts @2)	<b>PB 1a,PB2c PB3d,PB7b CT, AR</b>	100
8.	SOCIAL CHANGE POSTER PROJECT PRESENTATION; IN-CLASS;	<b>PB1c,PB3d PB3e, PB8b AR, EJ CT</b>	100
9.	TOTAL		540

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#### **CRITERIA FOR GRADING**

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A	92-100
A-	90-91
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D	65-69

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## DETAILED COURSE ASSIGNMENTS

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**Quizzes (Posted on Learning Hub): (10 Points each).**

- Quizzes include content reviewed in class, readings, media or literature reviews.
- Quizzes will be posted on the Learning Hub
- Quizzes will become active Monday evening at **5p** and will be closed by **11:59pm** the following Sunday.

**Journal Activities (Posted on Learning Hub)**

- Weekly Journal Activities will be posted on Learning Hub.
- The majority of journals are multi-step assignments.
- Activities will vary with a focus on your own reflective learning.
- Journals are expected to have a minimum of 1 reference included in the response. This must be referenced in APA format.

**Policy for Social Change Project (Social Action)**

- Students will formulate and conduct a research project that focuses on one of the following five areas:
  - Health Care/Mental Health
  - Education
  - Housing
  - Substance Abuse
  - Adolescent and Youth Concerns
- Projects are supervised by the professor
- This project will have three components:

**1) Background Paper**

- Introduction – Identify area of interest and rationale for choosing this area.
- Data – students will illustrate their concern/advocacy with data.
- Historical Perspective – Include history of the problem, important individuals, significant events and dates.
- Policies – Relevant policies to the area of your interest.
- Policy Critique – What is missing? What needs added or adjusted? Included strengths and weaknesses for the policy.
- APA Guidelines and citations
- Maximum length 10 pages; minimum length 8 pages. Page count excludes cover page and references.

**2) Social Action & Change Project Proposal**

- After establishing a background of the concern's students will complete a project proposal that includes the following:
- Goal: What is the set goal? What do you want to see happen?
- Timeline – Identify tasks and targeted dates for each task to be accomplished. Identify who will accomplish the tasks needed at each step of the project.
- Agency/Agencies – What connections do you need to make? What agency or social partner are you interested in approaching?
- Key individuals – Who do you need to connect with to partner with for the project? Additional partners to also collaborate with for the goal?
- Questions – List out all the needed questions your group will ask or may need to ask. (It is helpful to run a mock interview or have an outside member hear your ideas as they may help raise questions you assume are understood.)
- Interviews – How will you approach and secure interviews with key individuals?
- Script/Elevator Speech – Write a brief script of what you will say or email when approaching agencies and/or key individuals.
- Added Planning – What is your plan if the individuals are not able to meet with you for an interview? What is the backup plan?

- What would be the results if this project were implemented?
- ***Rubric will be included on Learning Hub***

### 3) Social Action & Change Policy Presentation with Individual Reflection Write-Up

- Each group will present the findings to the class.
- Included in presentation:
  - Introduction
  - Data
  - Historical Context
  - Policies
  - Lessons Learned
  - Policy Recommendation
- Individual Student write-up
  - Members of Group
  - Insights – area of growth, what surprised you, what angered you or incited action?
  - Continued practice – what needs to continue for growth?
  - Group Dynamics – what did you notice about your group's dynamics?

#### **Credit Hour Definition**

One semester credit hour at Andrews University is earned through academic work during a period of fifteen weeks: averaging three hours per week in undergraduate courses and four hours per week in graduate courses. Academic work contributes to established intentional learning outcomes and is verified by evidence of student achievement. Academic work includes:

1. A minimum of 50 minutes per week of direct faculty-student contact
2. Out-of-class student work during the remaining time

For intensives or other classes that do not meet for fifteen weeks, an equivalent amount of direct faculty-student contact and out-of-class student work is required. An equivalent total amount of academic work is also required in activities such as laboratory, independent study, practicum, studio, distance, distributed, tours and other learning modalities.

More time may be expected for co-op work, internships and similar applied learning experiences where learning may take longer to be achieved.

#### Estimation of Time Use for Completing Assignments for this Course:

For Graduate courses: This course is offered for 3 credits; therefore, it is expected that you will spend 3 times three hours per week during the 15-week duration of this class. A suggested weekly schedule to divide your time is provided: (3 credit class example)

- Readings: 3 hours
- Interactive discussion on the readings: 3 hours (recommend  $\frac{1}{2}$  hour daily for at least 4 days a week)
- Assignments: 3 hours
- Weekly work on final project: 3 hours

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## **DEPARTMENT POLICIES**

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Throughout the semester there may be points where synchronous Zoom meetings will be held in place of face-to-face meetings in the classroom. Attendance will be taken during Zoom meetings per the course attendance policy.

#### **Zoom Etiquette Expectations:**

- All cameras on for entire session (you can use a background if you wish)

- Please mute yourself when you are not speaking
- This is considered class time, set up a location with minimal distractions
- Be on time.
- Remember there is a participation option in zoom with the ability to raise your hand, give a thumbs up etc.
- Remember there is a chat option in zoom also.
- Dress appropriately. I recommend that you let your roommates know when you will be Zooming so that they are also dressed appropriately during the class period.

### **Faculty/Student Communication Recommendations**

To promote better communication between students and teachers as well as advisory relationships in the Social Work Department it is recommended that:

1. Students should first identify the faculty member's preferred form of communication. Faculty will list their preferred communication method in their syllabi and on their office doors. The University's preferred form of communication is email.
2. It is recommended that the faculty member responds within 24 business hours in most cases but in no more than 48 business hours. The response will include, at minimum, acknowledgment of said communication and projected follow up.
3. If the student has not received any form of communication from the faculty member within those 48 hours, they should respectfully make a follow-up contact inquiring if the first contact was received. If no reply is received within the next 24 hours, students should copy their email to the office manager who will help to follow-up with the faculty member.
4. Students also have the similar responsibility of responding to communication sent by faculty members and are expected to respond also within the 24-48 hours of initial contact, specifically if the form of communication was individual.

### **Student Responsibility**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Learning Hub, and iVue alerts regularly.

### **Professional Academic Behavior**

1. Arrive to class functions ON TIME (attendance will be taken – 3 tardies = one hour absence).
2. Arrive prepared.
3. Attend all classes (departmental policy states that missing two classes drops your grade by one letter).
4. Be attentive during class discussions
5. Demonstrate a commitment to and enthusiasm for learning.
6. Actively participate in class discussions and group projects. Those who disrupt the class (talk/whispering, clowning, play/use e-devices, etc.) or over-participate (in other words, monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate).
7. Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website. Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.
8. Assess personal and educational needs and interact with the professor as necessary.
9. Have assignments completed and ready to submit on date due before class.
10. Present assignments typed and in APA format.

11. Make sure all assignments and exams reflect only your own original work and any citations are credited with academic integrity (see below for the full policy).
12. Adhere to the *Social Work Code of Ethics*.

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

In addition, Andrews University Department of Social Work expects each student who is a declared social work major to read, know, and integrate the ten (10) professional expectations which are listed in the Andrews University Department of Social Work Handbook.

Thus the social work student is expected to:

1. Demonstrate professionalism
2. Apply appropriate stress management skills
3. Demonstrate Christian perspective
4. Have a commitment to learning
5. Utilize constructive feedback
6. Follow professional ethical conduct
7. Utilize critical thinking
8. Demonstrate Interpersonal skill
9. Integrate problem solving skills
10. Advocate for Diversity and difference

#### **Process to Address Unprofessional Behavior:**

1. Faculty member discusses issue with student(s) resolution can take place at this level. The resolution is in writing, is signed by both student and faculty member, implemented immediately and is mentioned in faculty meeting (for the purpose of including it in the minutes)
2. For situations not resolved, the matter is taken to faculty meeting (the student must have the situation stated in writing) and the faculty make a recommendation for how to proceed.

#### **Generative AI Policy**

*Policy Language Owner – School of Social Work*

The use of generative AI in assignments, tests, quizzes, and other class activities is subject to varying policies established by each course's faculty. These policies may be restrictive, permissive, or mixed. It is the student's responsibility to review the generative AI policy specific to each course and consult the faculty of record before using such technology. *School of Social Work Handbooks, 2025*.

#### **Academic Accommodations**

*Policy Language Owner - Student Success*

Accessibility and Accommodations Statement: Andrews University is dedicated to ensuring that students with disabilities have the support services and reasonable accommodations needed to provide equal access to academic programs and housing. To request an accommodation, you must establish your eligibility by working with AU Disability Support Services (Nethery Hall 210, [disabilities@andrews.edu](mailto:disabilities@andrews.edu), (269) 471-6096). Additional information can be found at <https://www.andrews.edu/services/sscenter/about/accessibility-accommodations.html>.

Note that services are confidential, may take time to initiate, and are not retroactive. In addition, captions and alternate media for print materials may take three or more weeks for process completion. Please contact the Student Success Center office as soon as possible if accommodations are needed.

#### **Examinations**

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

*AU Bulletin*

### **Attendance**

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### **Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.” *AU Bulletin*

### **Teacher Tardiness**

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”. *AU Bulletin*

### **Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”. *AU Bulletin*

### **Excused Absences**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”. *AU Bulletin*

### **Academic Integrity**

*Policy Language Owner - Academic Integrity Council*

Full policy [here](#).

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

### **Language and Grammar**

There is an expectation that a student enrolled in an under-graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

### **Emergency**

### **Protocol**

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

### **Emergency Protocol**

Directions: Including the [link to the policy](#) is required. Use your own language to frame the policy and please discuss it with your students.

### **Educational Recording Policy**

**PERMISSION TO RECORD:** With the fair use of course materials and privacy of students and educators in mind, recording of Educational Activities is not permitted without the prior, explicit (written or spoken) permission from the instructor and other presenters captured in the recording. If permission is given to students to record Educational Activities (or if an instructor chooses to record the instructor's own lectures), the instructor must inform all students and other attendees that recording of the Educational Activities will occur. An instructor or speaker who finds anyone making an unauthorized recording has the right to require the person to stop and delete the recording permanently.

**USE OF RECORDINGS:** Authorized recordings, including any made as disability accommodations, and all other course materials, including those posted in Learninghub or other university learning management system, may only be used exclusively for personal study and academic purposes. Such recordings may not be shared with any other audience without the explicit permission of the instructor.

**MISUSE OF RECORDINGS:** Even when allowed, recordings may not be used in any way that denigrates, decontextualizes, or misrepresents the instructor or any other speaker whose remarks are recorded. Further, information from authorized recordings may not be separately posted, published, or quoted without the written consent of the instructor or speaker, who must be properly cited.

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## **COURSE POLICIES**

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### **Assignment Submission**

All assignments must be submitted on Learning Hub unless otherwise instructed by the professor.

### **AI Policy - Course-Specific Policy**

This policy covers any generative AI tool, such as ChatGPT, Co-Pilot, etc. This includes but is not limited to text and artwork/graphics/video/audio. It is expected that all work is a student's original work without the additional aid of AI unless explicitly directed by the professor to do so. Your professor is focused on you learning the processes and procedures, not just a finished product; use of AI eliminates this practice. Use of AI, when not directed to do so by the professor, will result in a conversation with your professor concerning academic integrity practices."

### **Late Submission/ Late Work Policy**

Professionalism is a very important facet of this class. ***Late work will negatively affect a student's grade.*** In the case of an excused absence due to illness, family emergencies, required attendance at conferences related to other courses/school functions, a student must work with the professor on a timeline for submission of assignment

Work related to ***unexcused*** absence will be graded according to the following:

- 1 day late = 10% deduction
- 2 days late = 20% deduction
- 3 days & beyond = 50% deductions

\*\*\*\*All late work must be turned in by no later than the final exam date of **April 25, 2026**.

\*\*\*\*It is the student's responsibility to notify the professor of late work turned in via email. Notifications need to include the assignment title or completion date.

#### ***For Quizzes***

Quizzes are open textbook and open for the duration of Monday after class until Sunday at 11:59p and may not be "made up" except at the discretion of the professor.

#### ***Absences***

If for some reason you will be absent (please see attendance policy above), it is ***the student's responsibility*** to inform the professor **BEFORE** the absence except in cases of emergency or illness or other unforeseen circumstance. In the latter example, please alert the professor no later than three (3) days after the event. Notifying the professor does not indicate that the absence is considered excused.

#### ***Inclement Weather Policy***

In case of weather that warrants cancellation of classes on campus by the University, an alternative web-based class will be conducted at the regularly scheduled class time. The [www.zoom.com](http://www.zoom.com) platform will be used to deliver the content and your professor will send you an invitation to join the session. Students are expected to either attend the live session online or view the session before the beginning of the next class period. If the student chooses to view the session later, a one-page summary of the content must be provided by the subsequent class period to obtain related attendance points. All assignments are due as scheduled in the syllabus.

**Note on Group Work:** This course utilizes small group work and possible group projects as a learning modality. The National Association of Social Workers Code of Ethics (2017) encourages colleagues to collaborate in order to achieve effective outcomes for clients and the profession of Social Work. Engaging in group work exposes students to differing viewpoints, cultural perspectives and fosters critical thinking about the subject matter presented in class. For assignments where group work is required, work should be divided equally between group members. Group members should make every effort to contribute to the group process.

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## **COURSE RUBRICS**

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\*Social Change Project Portfolio grading criteria included within the assignments posted in LearningHub.

<b>Background Paper Rubric</b>				
<b>Criteria</b>	<b>Distinguished (9-10 points)</b>	<b>Proficient (8 points)</b>	<b>Intermediate (6-7 points)</b>	<b>Below Expectations (6-7 points)</b>
<b>Introduction &amp; Conclusion</b>	Precise statement of your perspectives based on integration of what you have learned and recommendations. Insightful	Statement of your perspectives based on the integration of what you have learned and recommend.	Statement of perspective with some integration of	Statement of your perspectives with minimal

/10	conclusion on the major areas of your learning and their impact on future practice.	Conclusion on major areas of learning and generalized impacts for future practice.	what you have learned. Conclusion of concepts.	integration. Conclusion is generalized.
<b>Body of Paper: Analysis</b> /10	Demonstrated integration and analysis of readings and class experiences on thinking and practices. Addresses its impact personally and professionally.	Demonstrated integration and analysis of readings and class experiences on thinking and practices.	Demonstrated inconsistent integration or analysis of readings and class experiences on thinking and practices. Addresses its professional impact.	Demonstrated limited integration and analysis of readings and class experiences on thinking and practices. Addresses impact.
<b>Body of Paper: Writing Prompts</b> /10	Thoroughly addresses and expounds on all writing prompts. Depth and complexity of ideas	Addresses all writing prompts. Depth of idea development.	Addresses most of the writing prompts. Unelaborated idea development.	Some of the writing prompts are omitted or minimally addressed. Unelaborated and repetitious details.
<b>Author Positioning</b> /10	The author clearly identifies how the positioning (identity of the author) may impact policy critique.	Author addresses limited insight to how position may influence understanding of policy critique.	Sporadic insight on positioning and author influences.	No identification of author positioning or impacts.
<b>Writing Mechanics &amp; Formatting</b> /10	Virtually free of typos and grammatical mistakes. No APA citation errors.	A few typos or grammatical mistakes. Minimal APA citation errors.	Some typos or grammatical mistakes. Several APA errors.	Many typos and grammatical mistakes. Numerous APA citation errors.
				Total

Project Proposal Rubric			
	<b>Distinguished</b>	<b>Proficient</b>	<b>Score</b>
<b>Summary</b>	Clearly summarized goals for this project. Inclusion of the audience student intents to advocate with and key individuals whom they may seek out. (5 – 6 points)	Overall summarization. Limited clarity of the purpose of the project. Generalized identification of individuals to advocate for change. (3-4 points)	/6
<b>Clear Timeline</b>	Estimated time frame for activities needed in achieving the project proposal. (5 – 6 points)	Effort at timeline definition. (3-4 points)	/6
<b>Evaluation of Resources</b>	Student illustrates an awareness of varied resources connected with the social problem and possible solutions. (5 – 6 points)	General ideas of possible connections and/or solutions. (3-4 points)	/6
<b>Elevator Speech</b>	Inclusion of elevator speech including general ideas, why an individual should support the project and goal. (5 – 6 points)	Speech is general, limited inclusion of summary and/or purpose of the project. (3-4 points)	/6

<b>Project Proposal Structure</b>	Clearly designed as per student choice. (5 – 6 points)	General clarity with design for categories included. (3-4 points)	<b>/6</b>
			<b>/30</b>

<b>Poster Presentation Rubric</b>			
	<b>Distinguished</b>	<b>Proficient</b>	Notes/Questions
Introduction /20	Introduction of presenter. Introduction of topic. Identification of group presenting for (ex. Educators, community leaders, church leaders...) (18-20 points)	General welcome and introduction. General clarity and general purpose of presentation. (15 – 17 points)	
Historical Context & Data /20	Presenter provides general context and data to support establishment of a social problem and need for changes. (18-20 points)	General context provided. General data provided. (15 – 17 points)	
Peer Participation /20	Involves participants in discussion, clarifying content and invites questions about the topic. Calls for peer engagement in policy change and advocacy. (18-20 points)	General involvement for peers. Limited encouragement for peer involvement in the change process. (15 – 17 points)	
Policy Discussion /20	Presenter provides examples of current policies as comparisons or contrasts. (18-20 points)	Limited information about policies in place or concerns for limited policy information available. (15 – 17 points)	
Insights (Lessons Learned) /20	Presenter clearly identifies insights, lessons, or important concepts that they learned throughout the process of the background paper, policy recommendation and presentation. (18-20 points)	Presenter gives generalized information concerning lessons, insights and concepts learned throughout this process. (15 – 17 points)	
Score: /100			

## APA STYLE BY CATEGORY

### AI

Open AI. (2023). ChatGPT [Large language model]. <https://chat.openai.com>

### Journal article with DOI:

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally

ill patients. *Health Psychology*, 24, 225-229. Doi:10.1037/0278-6133.24.2.225

Anderson, A. K. (2005). Affective influences on the attentional dynamics supporting awareness. *Journal of*

*Experimental Psychology: General*, 154, 258-281. Doi:10.1037/0096-3445.134.2.258

### Journal article without DOI (when DOI is not available):

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48/ Retrieved from

<http://ojs.lib.swin.edu.au/index.php/ejap>

### Magazine Article:

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26-29.

### Newsletter article, no author:

Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December). *OJJDP News @ a Glance*. Retrieved from [http://www.ncjrs.gov/html/ojjdp/news\\_at\\_glance/216684/topstory.html](http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html)

### Newspaper article:

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

### Entire book, print version:

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*. London, England: Taylor & Francis.

Wilson, B. A., Alderman, N., Burgess, P. W., Emslie, H. C., & Evans, J. J. (1996). *The Behavioural Assessment of the Dysexecutive Syndrome*. Flempston, England: Thames Valley Test Company.

### Book chapter, print version:

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 17-43). New York, NY: Guilford Press.

Chow, T. W., & Cummings, J. L. (2000). The amygdala and Alzheimer's disease. In J. P. Aggleton (Ed.), *The amygdala: A functional analysis* (pp. 656-860). Oxford, England: Oxford University Press.

### Reference book:

VandenBos, G. R. (Ed.). (2007). *APA dictionary of psychology*. Washington, D.C.: American Psychological Association.

**Entry in an online reference work, no author or editor:**

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11<sup>th</sup> ed.). Retrieved from <http://www.m-w.com/dictionary/heuristic>

**Paper presentation or poster session:**

Presenter, A. A. (Year, Month). *Title of paper or poster*. Paper or poster session presented at the meeting of Organization Name, Location.

Leclerc, C. M., & Hess, T. M. (2005, August). *Age differences in processing of affectively primed information*.

Poster session presented at the 113<sup>th</sup> Annual Convention of the American Psychological Association, Washington, D.C.

**Master's thesis, from a commercial database:**

McNeil, D. S. (2006). *Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728)

**Message posted to a newsgroup, online forum, or discussion group:**

Rampersad, T. (2005, June 8). Re: Traditional knowledge and traditional cultural expressions [Online forum comment]. Retrieved from

[http://www.wipo.int/comments/ipsisforum/Weblog/theme\\_eight\\_how\\_can\\_cultural#comments](http://www.wipo.int/comments/ipsisforum/Weblog/theme_eight_how_can_cultural#comments)

**Blog post:**

MiddleKid. (2007, January 22). Re: The unfortunate prerequisites and consequences of partitioning your mind [Web log message]. Retrieved from

[http://scienceblogs.com/pharyngula/2001/01/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2001/01/the_unfortunate_prerequisites.php)

**Media review:** Film, DVD, Videotape, CD-Rom, Recording: Begin with the cited person's name and, if appropriate, a parenthetical notation of his or her role. After the title, identify the medium in brackets, followed by the country and name of the distributor. When citing a single (television) episode, treat the writer as the author and the producer as the editor of the series.

Wenders, W. (Director). (1989). *Wings of desire* [Videotape]. Germany: Orion Home Video

Grubin, D. (Director). (2001). *The secret life of the brain* [DVD]. USA: PBS Home Video

Weissman, G. (Writer). (2000). Mississippi: River out of control [Television series episode]. In J. Towers (Producer), *Wrath of God*. New York: The History Channel.

**Example of Cover Page**

Andrews University  
College of Arts and Sciences

Chapter 10 Media Review

A course requirement presented in  
Partial Fulfilment of the Requirements for  
SOWK 332/532-001: Human Behavior in the Social Environment II

Professor Dustin R. Young LCSW

May 2, 2023

Date	Topic	Assignments
1/12 WK 1	Course Overview Introductions Discussion of Policy Group Discussion	Read Chapter 1 (Jimenez) Read Chapter 1 (Myers-Lipton) Journal Activity 1
1/19 WK 2	<b>Martin Luther King Jr. Day – University Programing Replaces Classes</b>	Read Chapter 2 (Jimenez) Read Chapter 2 (Myers-Lipton) Journal Activity 2 Quiz 1 (Ch. 1 & 2)
1/26 WK 3	Review Chapter 1 & Chapter 2	Read Chapter 3 (Jimenez) Quiz 2 (Ch. 3) Journal Activity 3
2/2 WK 4	Review of Chapter 3	Read Chapter 4 (Jimenez) Read Chapter 3 (Myers-Lipton) Quiz 3 (Ch. 4) Journal Activity 4
2/9 WK 5	Review Chapter 4 Review Background Paper Ideas	Read Chapter 5 (Jimenez) Read Chapter 4 (Myers-Lipton) Journal Activity 5 ( <b>Background outline</b> )
2/16 WK 6	<b>Presidents Day – NO CLASS</b> Don't forget to do your midterm!	Mid-term open 2/13 – 2/23 Read Chapter 5 (Myers-Lipton) Journal Activity 6
2/23 WK 7	Background Paper Activity	Read Chapter 6 (Jimenez) Read Chapter 6 (Myers-Lipton) Quiz 4 (Ch. 6)
3/2 WK 8	Review Chapter 5 & Chapter 6	<b>Background Paper Due</b> Read Chapter 7 (Jimenez) Quiz 5 (Ch. 7) Journal Activity 7
3/9 WK 9	<b>Background Paper Due by midnight on 3/8</b> Review Chapter 7	Read Chapter 8 (Jimenez) Read Chapter 7 (Myers-Lipton) Quiz 6 (Ch. 8) <b>DUE</b> _____ Journal Activity 8
3/16 WK 10	<b>SPRING BREAK</b>	REST (Or work on homework – your choice)
3/23 WK 11	Policy Round Table Activity – in class <b>Social Project Proposal Due by the beginning of class 3/23</b>	Read Chapter 9 (Jimenez) Read Chapter 8 (Myers-Lipton) Quiz 7 (Ch. 9) Journal Activity 9
3/30 WK 12	Review Chapter 8	Read Chapter 10 (Jimenez) Quiz 8 (Ch. 10) Journal Activity 10
4/6 WK 13	Review Chapter 9 Project Check-in	Read Chapter 11 (Jimenez) Journal Activity 11
4/13 WK 14	In-Class Activity	Read Chapter 9 & 10 (Myers-Lipton) Journal Activity 12
4/20	Review Chapter 10	Quiz 9 (Ch. 11)

WK 15	<b>Social Change Project Presentations</b>	Journal Activity 13
4/27 WK 16	<b>Final Exam</b>	<b>YOU HAVE MADE IT TO THE END OF CLASS!</b>

### **Course Assignments and Schedule**

**\*\*Unless specified in class all assignments are due on Learning Hub Sundays at 11:55pm\*\***

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#### **INSTRUCTOR PROFILE**

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Dustin R. Young, DSW, LCSW, MSW, joined the Andrews Social Work Department in July 2021. She recognized a passion for Social Work while volunteering at Ground Zero just months after 9/11. Professor Young completed her BSW at Southern Adventist University (2007), her MSW at Walla Walla University (2008) and her Doctor of Social Work at Walla Walla University (2022). She began her career working with teens and families in a residential setting in Idaho, facilitating low-ropes courses, backpacking, whitewater rafting, wilderness camping, and family education weekends. She moved from residential work in Idaho to



community mental health on the beautiful coast of Tillamook, Oregon, a fantastic location for cheese, ice cream, and ocean breezes. She has had opportunities to collaborate with school districts of all grades, youth, families, children, and community crisis response. Professor Young also worked with Auggie's Hope, a non-profit for training first responders to support trauma-informed practices while equipping ambulance, fire, and law-enforcement vehicles with a kit to provide individuals to regulate while receiving care. In addition, she is an adjunct instructor for Tillamook Bay Community College. She focuses on supporting schools and churches with mental health education, trauma-informed practices, and creative social-emotional skills implementation in classrooms.

Professor Young enjoys traveling, pup, attempting to learn to crochet and photography. She already has a growing list of places to visit around the world and welcomes more travel ideas.