WASHBURN UNIVERSITY

SYLLABUS FOR PREVENTION & SOCIAL CHANGE

3 Credit Hours
HS – 300 VA
Fall 2025

Instructor:	Dr. Jessie Piper, CFLE
Instructor Email:	jessie.piper@washburn.edu
Student Office Hours:	Tues/Thurs 11am-12pm & 1-2pm
	Fri 9am-12pm & 1-2pm
Topeka Days:	Tuesday/Thursday/Friday
Remote Zoom Days:	Monday/Wednesday
Course Format:	Asynchronous Online
Meeting Times/Location:	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.

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).

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, after taking this course I hope you are better able to discuss and understand the importance of prevention for individual and family health and development outcomes, recognize the importance of evidence-based family policy, and hone your knowledge and skills in advocacy and social action.

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 and I'm so excited to be teaching this course for the second time, but the first time online. Prior to Washburn, I taught at Kansas State University in both the Family Studies and Human Services and Gerontology Departments and am well versed in many Prevention and Family Science concepts. I have a Doctorate in Applied Family Science and am passionate about prevention, education, and advocacy as ways to support individual and family outcomes across the lifespan. Additionally, I am a Family Life Educator through the National Council on Family Relations. So, if you are interested in completing that Certification as part of your degree program, please reach out! Lastly, I have a lot of experience in the workforce within public health, state government, early childhood education, and child welfare so I love to take a very applied and community-engaged approach to my classes. I look forward to getting to know you better this semester!

COURSE MATERIALS

There are two (2) required texts for this course:

- Bogenschneider, K. (2024). Family Policy Matters: How Policymaking Affects Families and What Professionals Can Do, Fourth Edition. Routledge.
- Myers-Lipton, S. (2023). CHANGE! A Student Guide to Social Action, Second Edition. Routledge.

Additional reading materials are available free online and are linked in the relevant units in D2L.

MINIMUM REQUIRED TECHNOLOGY REQUIREMENTS

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

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

The following are available for FREE to students.

- Office 365 programs: go to the following link and scroll down to "installing office programs" for information on installing Office 365 programs on your devices (you can install them on more than one device): https://www.washburn.edu/its/software-training/office-365.html
- Contact support@washburn.edu 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

REGULAR AND SUBSTANTIVE INTERACTION

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

announcements, and engage in the course discussion areas regarding academic course content when appropriate.

Check Email Regularly

The Family and Human Services Department and your instructors will use email to communicate important information. You must check your official Washburn email address regularly. Or, if you would like to have your Washburn email forwarded to a personal email account that you already check regularly, you will find instructions at this this link for how to forward your email: https://washburn.edu/its/files/office365/ForwardEmailOutlookWeb.pdf

Instructor Availability and Contact

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

Typically, you can expect a response to emails with ~48 hours except when I have set an automatic response (e.g., during conferences or vacations). When contacting me via email about the course please include the course number (HS 300) somewhere in your email so that I know which class of mine you are in. This is very helpful to me and saves me time when replying to your email.

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

COURSE LEARNING ACTIVITIES

READING QUIZZES/KNOWLEDGE CHECKS: VARYING PTS.

Each week you will complete a brief quiz to assess your understanding of the assigned readings. Completing the reading is essential for meaningful engagement with the topic and the assignments in the course.

These quizzes are not designed to test minor details or memorization. Instead, they focus on your ability to summarize, interpret, and make sense of key concepts. Quizzes should be completed after finishing your weekly readings and lectures, but before moving on to discussions or application-based assignments. This structure is grounded in Bloom's taxonomy, which suggests that remembering and understanding foundation material must come before higher-order learning tasks like application, analysis and creation. These quizzes are your opportunity to solidify core ideas before building on them in more complex ways.

Quizzes will not be timed, but you will only have one attempt. Please note, if quizzes include a short answer or written response, your grade will be a zero until I go in and manually grade those responses. Do not panic!

ONLINE ASYNCHRONOUS DISCUSSIONS: 5 PTS EACH

There will be several online discussion forums throughout the semester to encourage engagement with your peers in the course and provide a space to discuss important topics pertaining to the course. Each discussion forum will have opening and closing dates. As a result, no early or late discussion posts can be made. If you miss a deadline for an online assignment, you will miss out on the points for that assignment. Late discussion posts after the forum has closed are not allowed because it is impossible to participate in a discussion when nobody else is there to discuss the topic with you. It is similar to talking to yourself in a classroom after everyone else has left. *Responses will be encouraged as a way to learn more, engage with peers, and develop relationships, but will not be graded or required.*

HOMEWORK AND APPLICATION ASSIGNMENTS: VARYING PTS.

There will be several assignments throughout the semester that require you to delve deeper to reflect on and apply what you are learning. Assignments may require you to engage with your classmates, your family/friends, and/or your community. Details and submission requirements for each will be explained in D2L as assignments will vary depending on the course material for that week.

Note: Assignments may work in tandem with a discussion forum so it will be important that you review module requirements very early in the week to ensure you're appropriately prepared to discuss.

Potential Application Assignments topics may include, but are not limited to:

- Problem Identification and Explanation
- Policymaking Process
- Policy Analysis
- Meeting with Stakeholders
- Storytelling in Policy Communication
- Writing a Policy Brief, Op-Ed, or Email to a Legislator
- Giving Oral Testimony

SOCIAL ACTION GROUP PROJECT: ~160 PTS. IN TOTAL

You will work in groups of 2-4 to identify an issue that impacts families and engage in social action to influence a decision maker to meet your groups demand to create positive change around that issue for families. This work will span the entirety of the semester and will require you to regularly meet and work with your other group members. Steps in the process include:

1. Identify & Define an Issue (Individually)
    a. The issue must impact families in some way and must be something you care about!
    b. You will write and "issue brief" and submit that on D2L for Instructor feedback.
2. Raise Awareness & Engage Others (within the class) to Form Groups
    a. In a discussion forum, you will share what you've developed for the issue. I will facilitate the conversation such that by the end we will have groups of 3-4 formed.
    b. Please note: you may not be working on something directly related to your original issue, but it will be something you still care about due to the intersectionality of many family issues.
3. Organize & Mobilize (as a Group)

    a. You will work with your group to build clarity around the issue, formulate roles, and consider stakeholders. This will include completion of a group mobilization worksheet and a teamwork agreement.
4. Collaborate & Partner
    a. I will provide an stakeholder outreach guide or email template for you to set up meeting with stakeholders. You will meet with 1-2 stakeholders related to your issue and have a conversation that will help you learn more about your issue and create a realistic strategy to address it.
    b. Following the meeting, you will complete a short reflection assignment.
5. Strategize & Develop Tactics
    a. In this step, you will define the pathway to change on the issue and choose tactics to use to address it by building a theory of change or a logic model to clarify how your action will leads to outcomes.
    b. You will submit several tactics and evaluate them in the following step.
6. Implement & Take Action
    a. You will evaluate your potential tactics for feasibility, reach, alignment with goals, and risk. Then, you will implement at LEAST one of the tactics you have chosen.
    b. Group members will document contributions.
7. Evaluate & Adapt/Sustain
    a. After implementation of a tactic, you will engage in reflection and informal evaluation of the process and develop a plan for sustaining momentum on the issue.
    b. You will also create a sustainability pitch and portfolio for the project to be handed off to a relevant organization or future student group.
8. Celebrate Success & Learn from Setbacks
    a. The last step in the process includes celebration and learning as a class and will involve sharing the work you've done and personal reflections.

Due to the nature of the project, there will not be one large final project grade. Instead, each of the small parts will have a grade ranging from 5-20 points attached to it. This will allow for more flexibility across the semester but require you to play an active role in the course throughout. Your grade will be YOUR grade at the end of the project, but your engagement and participation is vital to the success of the project for your classmates and the success of the campaigns. Note: if a group project will create substantial issues for you, please reach out to me and we can discuss alternative options.

This is my first time teaching this course online and I have revised this project to be more in depth from previous semesters. We will be learning together how to make this successful, so please communicate openly and honestly with me throughout so we can find solutions to any issues that arise together.

ADVOCACY SKILLS LAB: ~120 PTS. IN TOTAL

Throughout the semester, you will build your personal advocacy toolkit through a recurring Advocacy Skills Lab, embedded within our D2L course. These labs are designed to help you connect our course content with real-world change efforts. Each lab includes two parts:

1. Skill-Building Content – short readings, examples, and/or videos that introduce a specific advocacy skill
2. Hands-On Application – a low-stakes individual assignment where you'll apply the skill directly

The goal is to prepare you with the core competencies every family and human services professional should have to create change, influence policy, and lead with confidence. Skills covered include:

- Understanding the Policymaking Process
- Policy Analysis
- Power Mapping & Stakeholder Analysis
- Strategic Communication
- Writing for Advocacy
- Speaking & Presenting

All Advocacy Lab assignments are individual and graded separately. However, they are intentionally aligned with the stages of your group social action project, so you'll be able to bring your new skills directly into your collaborative work.

You'll also have opportunities to build a professional advocacy portfolio from these assignments, which may be useful in future internships, job interviews, or community work.

EXTRA CREDIT: UP TO 10 PTS.

You may earn up to 10 bonus points this semester. Opportunities for extra credit will be announced in D2L.

PARTICIPATION EXPECTATIONS

There aren't specific points assigned for attendance or online participation for this class, but engagement and participation will be vital for your success. To succeed, I encourage you to do the following:

- Review module and course content and complete reading(s) very early in the week to allow time to complete assignments.
- Send questions, concerns, etc. during the week as I am more difficult to get ahold of on the weekends. Do not wait to ask questions about assignments right before their due date.
- Be prepared to complete a group assignment during the duration of this course. This will require connecting with them regularly and following through with your responsibilities. I encourage you to create relationships with classmates as that will support your success outside of the group project.
- Plan your schedule out early in the semester. This class is jam-packed! It will be quite difficult to catch up if you get behind.

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 ITEMS THAT HAVE BEEN GRADED. If you have missing assignments, then the recorded grade will overestimate your actual performance in the class unless I have manually input zeros. Speak with me if you have questions. To check your grades: Click on Assessment, then select Grades. This should give you an overview of your grades. If no grade is recorded for an assignment, then it is not calculated in your final grade.

EVALUATION AND ASSESSMENT

1.	Reading Quizzes/Knowledge Checks	Varies
2.	Discussions (5 points each)	Varies
3.	Homework and Application	Varies
4.	Social Action Group Project	~160 pts.
5.	Advocacy Skills Lab	~<u>120 pts.</u>

| | TOTAL: | TBD |

<u>Note</u>: Points have purposefully not been assigned for weekly assignments to allow for flexibility in the course. Please reach out if you have any questions or concerns about this at any time.

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.

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

Week	Dates	Course Topic(s)	Social Action Group Project Timeline	Advocacy Skills Lab	Textbook Reading(s)	Assignments(s)
1	Aug. 18 to 24	Introduction to the Course				Introductory Discussion
2	Aug. 25 to 31	Family Science & Prevention Science Foundations	Identify & Define an Issue (Individually)		FPM – Ch. 1 & 2 Change! – Ch. 1	Reading Quiz & Discussion; Issue Homework
3	Sept. 1 to 7	Introduction to Family Policy	Raise Awareness & Engage Others (form groups)	Understanding the Policymaking Process	FPM – Ch. 4 & 5 Change! – Ch. 2	Reading Quiz & Discussion; Issue Discussion & Group Formation; Policymaking Process Homework
4	Sept. 8 to 14	The Family Policy Landscape			FPM – Ch. 3 & 6 Change! – Ch. 6	Reading Quiz & Discussion
5	Sept. 15 to 21	Family Impact Toolkit		Policy Analysis	FPM – Ch. 11	Reading Quiz & Discussion; Policy Analysis Homework
6	Sept. 22 to 28	Family Demographics & Global Rationale	Organize & Mobilize (as a group)		FPM – Ch. 3 & 7	Reading Quiz & Discussion; Group

						Mobilization & Strategy Plan Homework
7	Sept. 29 to Oct. 5	Individualism & Capitalism			FPM – Ch. 8 & 9	Reading Quiz & Discussion
8	Oct. 6 to 12	Systems and Community-Based Prevention	Collaborate & Partner	Power Mapping & Stakeholder Analysis	Change! – Ch. 4 & 5	Reading Quiz & Discussion; Stakeholder Meeting(s) Homework
9	Oct. 13 to 19	*Fall Break – No Content*				
10	Oct. 20 to 26	Evidence-Based Family Programs and Policy	Strategize & Develop Tactics		Change! – Ch. 7	Reading Quiz & Discussion; Strategies & Tactics Proposal Homework
11	Oct. 27 to Nov. 2	Culturally Relevant Prevention	Implement and Take Action		Change! – Ch. 8 & 9	Reading Quiz & Discussion; Engage in Social Action
12	Nov. 3 to 9	Advocacy in Human Services		Strategic Communication	FPM – Ch. 14	Reading Quiz & Discussion; Strategic Communication Homework
13	Nov. 10 to 16	Power, Privilege, and Positionality		Writing for Advocacy	FPM – Ch. 10 & 13	Reading Quiz & Discussion; Writing Advocacy Homework
14	Nov. 17 to 23	Social Movements & Family Justice	Evaluate & Adapt/Sustain	Speaking and Presenting	Change! – Ch. 10	Reading Quiz & Discussion;

					Social Action Presentations
15	Nov. 24 to 30	Thanksgiving Break – No Content			
16	Dec. 1 to 12*	Reflecting on Your Role and Planning Future Action	Celebrate Success & Learn from Setbacks		FPM – Ch. 15 Change! – Ch. 11	Reading Quiz & Discussion; Final Portfolio & Reflection Discussion

LATE WORK/MAKE-UP POLICY

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

Unless indicated otherwise, <u>assignments for this course are due every week by Sunday at 11:59pm</u>. However, to provide flexibility, I have a built-in extension of the following Saturday at 11:59pm (6 days later). Any assignment turned in by that extended due date will be accepted and eligible for full points with no need to request and an extension. Note: this policy does NOT apply to group assignments (i.e., social action group project) or assignments due within the last two weeks of the course.

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

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

SENSITIVE COURSE CONTENT

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

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

NETIQUETTE AND CONFIDENTIALITY

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

- If you discuss the experiences of friends and/or family, make sure to protect their privacy by avoiding the use of information that could lead to their identification.

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

INTERPERSONAL AND PROFESSIONAL SKILLS

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

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

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

THE USE OF ARTIFICIAL INTELLIGENCE IN COURSEWORK

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

- A reference item for the AI option you used (e.g., ChatGPT, etc.).
- Statement indicating you did not copy and paste from an AI form and reviewed all outputs

thoroughly before using for your assignment.

- How you used it and how using it was beneficial to your learning process (i.e., how using it wasn't the easy way out, but instead enhanced your experience).

How to cite ChatGPT in APA style for this course.

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

ADDITIONAL COURSE POLICIES AND PROCEDURES

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

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

DEPARTMENT INFORMATION

MISSION OF THE FAMILY AND HUMAN SERVICES DEPARTMENT

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

LEARNING OUTCOMES OF THE FAMILY AND HUMAN SERVICES PROGRAM

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

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

GRADE REQUIREMENTS

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