



SWG 632: Policy Practice

Spring Semester: Monday, 1/11/2021 – Friday, 4/23/2021

Zoom address: <https://asu.zoom.us/j/7540808103>

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Instructor: Irene Burnton, MSW

Day: Wednesday 9:05-12:05

Office Hours: By appt

I. COURSE TITLE: SWG 632 Policy Practice

II. PROGRAM LEVEL: MSW PAC Concentration

III. COURSE REQUIREMENTS:

- Credit: 3 Credits; Elective or Required: Required
- Prerequisite(s): SWG 531 with C or better or Social Work (Advanced Direct Practice) MSW major or Social Work (Planning, Administration and Community Practice)
- MSW major Social Work

NOTE: Spring 2021 semester will be delivered as [ASU Synch](#). Your instructor will determine the methods to deliver course content, discussions, and group work in accordance with ASU guidelines to maintain a safe and flexible learning experience. They will provide you with a schedule of when classes will be face-to-face F2F), Zoom or asynchronous online.

IV. LAND ACKNOWLEDGEMENT

The School of Social Work acknowledges, with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), and Tohono O'odham peoples.

V. STATEMENT OF INCLUSION

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

VI. COURSE DESCRIPTION:

This course covers the development of advanced knowledge and skills in social welfare policy analysis, policy formulation, advocacy, and intervention for policy change.

VII. RATIONALE FOR THE COURSE:

This course provides students with an array of policy analysis frameworks for developing enhanced policy research and practice skills. It builds on the historical and philosophical

framework and the introduction to policy analysis taught in SWG 531, as well as the basics of policy practice presented in SWG 585. Students study the interplay of politics, economics, and social values in policy-making and implementation. The course includes an emphasis on social and economic justice and human rights issues.

VIII. CORE COMPETENCIES AND PRACTICE BEHAVIORS:

Competencies:

EPAS 2.1.2: Apply social work ethical principles to guide professional practice

1. recognize and manage personal values in a way that allows professional values to guide practice;
2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
3. tolerate ambiguity in resolving ethical conflicts; and
4. apply strategies of ethical reasoning to arrive at principled decisions.

EPAS 2.1.3: Apply critical thinking to inform and communicate professional judgments

1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based
2. knowledge, and practice wisdom;
3. analyze models of assessment, prevention, intervention, and evaluation; and
4. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EPAS 2.1.5: Advance human rights and social and economic justice

1. understand the forms and mechanisms of oppression and discrimination;
2. advocate for human rights and social and economic justice; and
3. engage in practices that advance social and economic justice.

EPAS 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

1. analyze, formulate, and advocate for policies that advance social well-being; and
2. collaborate with colleagues and clients for effective policy action.

EPAS 2.1.9: Respond to contexts that shape practice

1. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
2. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Operationalized by:

1. Comparing, contrasting, critically assessing and applying major policy analysis models. [EPAS 2.1.3 & EPAS 2.1.8.1]

2. Critically analyzing the impact of values and ideologies on social policy development, implementation, and evaluation. [EPAS 2.1.2]
3. Conceptualizing and assessing key policy issues related to human rights and social and economic justice, with a special emphasis on populations of the Southwest. [EPAS 2.1.4 & EPAS 2.1.5]
4. Comparing and contrasting policy formulation through legislative, judicial, and administrative means and critique key examples of policy made through these processes. [EPAS 2.1.8.2]
5. Critically analyzing the politics of agenda-setting and policy design, including utilization of research, sources of power, and roles of interest groups. [EPAS 2.1.4 & EPAS 2.1.5]
6. Evaluating policy options using a systematic set of criteria including, but not limited to: social work values and ethics; the United Nations Declaration of Human Rights; responsiveness to non-dominant groups; costs, resources, and benefits; and likelihood of unintended consequences. [EPAS 2.1.2, EPAS 2.1.3, & EPAS 2.1.8.1]
7. Identifying the role of social workers in influencing policy at various stages and within various policy and political processes and identify ways to engage in policy practice. [EPAS 2.1.8.1 & EPAS 2.1.8.2]
8. Identifying the impact of institutionalized forms of oppression on public policy. [EPAS 2.1.4 & EPAS 2.1.5]
9. Developing a comprehensive policy analysis document for a policy making body, a social advocacy strategy, and be able to make a public presentation based on the analysis. [EPAS 2.1.8.1 & EPAS 2.1.8.2]
10. Demonstrate skills in analysis, formulation and advocacy of policies that advance social well-being. [EPAS 2.1.3, EPAS 2.1.8.1, and EPAS 2.1.9]

IX. COURSE UNITS:

1. Social Welfare Policy Context
2. Social Welfare Policy Research
3. Position Framing and Advocacy
4. Policy Analysis and Advocacy

X. KEY COURSE CONCEPTS:

Social Justice	Social Planning	Coalitions
Social Policy Analysis	Social Action	Taxation
Strengths Perspective	Political Process	Social Media Advocacy
Rationalization	Policy Models	Rational Planning
Lobbying	Advocacy	Incremental Change
Political Action Committees	Collaboration	Social Construction
Windows of Opportunity	Campaign	Institutional Oppression
Power	Social & Political Context	Policy Briefs

XI. ASU AND RELATED PROFESSIONAL POLICIES

Students are responsible for reviewing and complying with all ASU policies, including the following; documentation is available via the listed web addresses:

Academic Integrity Policy

<https://provost.asu.edu/academic-integrity>

Academic dishonesty or “cheating” will result in an E in the course and referral to the Standard Committee for social work students and to your home department for students from other majors. Cheating includes working with others to complete quizzes and other assignments, plagiarizing from the textbook, lectures, or websites; getting answers from someone or websites; and sharing assignment information with others. Aiding anyone in this process will also result in a referral to the standards/ethics committee of your discipline.

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote, so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else’s.
3. Using Other’s Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor’s names appear on the submission.
5. Altering or Revising Another’s Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty.

unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Student Code of Conduct:

<https://eoss.asu.edu/dos/srr/codeofconduct>

Computer, Internet, and Electronic Communications Policy:

<https://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Title IX:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit:

www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations.

This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

COVID-19 Testing: ASU is providing contact tracing and case management for students who test positive for COVID-19. If you disclose that you have tested positive for COVID-19 to an instructor or staff member, please note that our employees will provide that information to our Dean of Students to provide you support and to make decisions about informing other students, faculty and staff who could be at risk due to recent contact with you.

Face Coverings: All students and instructors are expected to follow [ASU's Community of Care Policy](#) that requires wearing face coverings while in a classroom for in-person instruction. Students who come to class without a face covering will be asked to comply with this policy by putting on a face covering. If a student does not comply, that student will be asked to leave the classroom and join the class over Zoom. Incidents that involve a failure to leave the classroom or returning again without a face covering will be referred to the Dean of Students office as these behaviors indicate a violation of the student code of conduct.

National Association of Social Workers Code of Ethics:

The National Association of Social Workers (NASW) Code of Ethics is a guide to the everyday conduct of professional social workers. Sections are: 1) The Preamble which summarizes the social work profession's mission and values; 2) The Purpose which is an overview of the Code's main functions and a brief guide for dealing with ethical dilemmas; 3) Ethical principles which set forth ideals that all social workers should aspire to based on social work's core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity, and competence; and, 4) Ethical standards to guide social workers' conduct.

Please review at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish>

XII. Accommodations for Students with Disabilities

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700>

and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC and must submit appropriate documentation to the instructor from the DRC. Students may contact the DRC at the Downtown Phoenix Campus:

<https://eoss.asu.edu/drc/contactus>

XIII. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

XIV. Professional Conduct and Civility in the Classroom

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

- [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>
- Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

XV. Self-Care, Unanticipated Distress and Counseling Services

Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate with me if you need support around distress arising from course content. Please also be aware that ASU offers counseling services for enrolled students. For more information, please go to the ASU Counseling Services website: <https://eoss.asu.edu/counseling> or call (480) 965-6146, Monday – Friday 8am – 5pm. After business hours, call the EMPACT ASU-dedicated hotline at (480) 921-1006. Student Advocacy and Assistance in the Dean of Students office guides students in resolving educational, personal, and other difficulties by linking students with appropriate university and community resources

XVI. Faculty as Mandated Reporters

Course faculty are mandated reporters; therefore, anything communicated in class or in a course assignment or assessment that raises concern about safety and/or well-being of a student or another individual or group may be cause for intervention and communication with other university staff and community officials.

XVII. Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal

identity. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of your preference early in the semester.

XVIII. REQUIRED TEXT:

Hoefer, R. (2019). *Advocacy practice for social justice*. 4th Edition. Chicago, IL: Lyceum Books, Inc.

Required Articles & Chapters (available on Canvas or through the links below):

Anderson, M.D. (2017, July, 27). Why the myth of meritocracy hurts kids of color. *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2017/07/internalizing-the-myth-of-meritocracy/535035/>

Bauman, M. (2018) How to Increase Immunity to Truth Decay. *Rand Corporation*. Retrieved from <https://www.rand.org/blog/articles/2018/05/how-to-increase-immunity-to-truth-decay.html>

Becerra, D. (2016). Anti-immigration policies and fear of deportation: A human rights issue. *Journal of Human Rights and Social Work*, 1(3), 109-119.

Benen, S. (2016, December, 28). The foolish farce surrounding 'food-stamp fraud.' *MSNBC*. Retrieved from <http://www.msnbc.com/rachel-maddow-show/the-foolish-farce-surrounding-food-stamp-fraud>

Cook, J. & Lewandowsky, S. (2011). *The debunking handbook*. St. Lucia Australia: University of Queensland.

Demby, G. (2016, September, 23). Racial disparities in wages boil down to discrimination. *NPR*. Retrieved from <http://www.npr.org/sections/codeswitch/2016/09/23/495013420/black-white-wage-gap-racial-disparity-discrimination>

Eversman, M.H. & Bird, J.D.P. (2017). Moral panic and social justice: A guide for analyzing social problems. *Social Work*, 62(1), 29-36.

Guo, J. (2016). Why black workers who do everything right still get left behind. *The Washington Post*. Retrieved from https://www.washingtonpost.com/news/wonk/wp/2016/10/03/why-black-workers-who-do-everything-right-still-get-left-behind/?utm_term=.fff386fd0332

Jayapal, D. (2017). The evolving politics of race and social work activism: A call across borders. *Social Work*, 62(1), 45-52.

Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Revisioning social justice for social work with indigenous youth. *Social Work*, 58(4), 314-320.

Lakoff, F. (2004). *don't think of an elephant: Know your values and frame the debate*. White River Junction, VT: Chelsea Green Publishing. (Chapter 1)

O'Brien, M. (2014). Poor kids who do everything right don't do better than rich kids who do everything wrong. *The Washington Post*. Retrieved from https://www.washingtonpost.com/news/wonk/wp/2014/10/18/poor-kids-who-do-everything-right-dont-do-better-than-rich-kids-who-do-everything-wrong/?utm_term=.f22d5615ae1e

Resnick, B. (2016, November 23). Most people are bad at arguing. These 2 techniques will make you better. *Vox*. Retrieved from <http://www.vox.com/2016/11/23/13708996/argue-better-science>

Rocha, C., Poe, B., & Thomas, V. (2010). Political activities of social workers: Addressing perceived barriers to political participation. *Social Work*, 55(4), 317-327.

Roller, E. (2016, October, 25). Your facts or mine? *The New York Times*. Retrieved from http://www.nytimes.com/2016/10/25/opinion/campaign-stops/your-facts-or-mine.html?nytmobile=0&_r=0

Sherranden, M.S., Slosar, B., & Serranden, M. (2002). Innovation in social policy: Collaborative Policy Advocacy. *Social Work*, 47(3), 209-221.

Sitrin, C. (2017, July, 10). Most Republicans now think colleges are bad for America. Vox. Retrieved from <https://www.vox.com/policy-and-politics/2017/7/10/15947954/republicans-think-colleges-bad-for-america-media-pew-study>

Szalavitz, M. (2017, July, 5). Why do we think poor people are poor because of their own bad choices? *The Guardian*. Retrieved from <https://www.theguardian.com/us-news/2017/jul/05/us-inequality-poor-people-bad-choices-wealthy-bias>

Williams, R. (2014, July, 7). Anti-intellectualism and the “dumbing down” of America. Psychology Today. Retrieved from <https://www.psychologytoday.com/blog/wired-success/201407/anti-intellectualism-and-the-dumbing-down-america>

Instructor Responsibilities: It is the responsibility of the instructor to (1) be well-prepared for each class session, (2) be available to students as needed for responding to questions and comments about this course, (3) provide constructive feedback as needed on student assignments, and (4) do her/his part to provide a classroom environment that is intellectually and personally challenging as well as respectful for discussing and critiquing controversial issues and ideas.

COURSE SCHEDULE/PLAN OF INSTRUCTION

Module/ Week	Topic(s)	Objectives	Activities & Assessments	Reading
Module 1 Wed Jan 13	Introduction to policy practice and review of key social welfare concepts	<ul style="list-style-type: none"> Describe policy practice to advance social and economic well-being and to deliver effective social work services. Understand and apply social welfare concepts: Summarize the role of a social worker in analyzing the impact of social policy on poor and oppressed populations. 	<ul style="list-style-type: none"> Introductions Review Syllabus Review & calendar assignments Describe Groups: Policy; Debate; Media Matters Choose Media Matters partner & presentation day Apply social welfare concepts to current social or tax policy 	<ul style="list-style-type: none"> Syllabus Acquire textbook Review Canvas
Module 2 Wed Jan 20	Social welfare policy context	<ul style="list-style-type: none"> Analyze social construction theory and its application to advocacy practice. Evaluate NASW Code of Ethics' implications for policy practice and the impact of values and ideologies on social policy development. Compare macro/micro social work practice skills into unified advocacy model. Explain policy formulation through state and federal legislative means. 	<ul style="list-style-type: none"> Analyze the impact of values and ideologies on social policy development Discuss current state legislative issues for policy topics. Explain advocacy steps. 	<ul style="list-style-type: none"> Textbook: Hoefer (2019) Ch 1-Unified Model of Advocacy Practice; Ch 2-SW Ethics, Values & Advocacy Practice for Social Justice. Articles: <ul style="list-style-type: none"> Bauman, Melissa (2018, May 16) How to Increase Immunity to Truth Decay. Rand Corporation. Roller, E. (2016, October, 25). Your facts or mine? <i>The New York Times</i>. Williams, R. (2014, July, 7). Anti-intellectualism and the "dumbing down" of America
Module 3 Wed Jan 27	Social welfare policy research	<ul style="list-style-type: none"> Explain distributive justice in policymaking process. Describe social workers involvement in political/legislative 	<ul style="list-style-type: none"> Media Matters Compare, contrast, assess & apply policy analysis models Develop skills to identify state and federal representatives and 	<ul style="list-style-type: none"> Textbook: Hoefer (2019) Ch 3 Getting Involved & Pages 128-131. Articles: <ul style="list-style-type: none"> Rocha, C., Poe, B., & Thomas, V. (2010). Political activities of social workers: Addressing perceived barriers to political participation.

Module/ Week	Topic(s)	Objectives	Activities & Assessments	Reading
		process.	research state legislative issue. ▪ Choose policy groups. ▪ Identify policymaker who you will send letter to and topic. (Read pp 128-131). ▪ Identify opportunities for public hearing	<i>Social Work</i> , 55(4), 317-327.
Module 4 Wed Feb 3	Framing Issues and Using Research to Advocate	<ul style="list-style-type: none"> ▪ Critically analyze the politics of agenda setting and policy design using research, power and interest groups ▪ Demonstrate ability to frame issues using social policy research (Lakoff). ▪ Examine social policy context - How our framework impacts our perspective and response to social policy. 	<ul style="list-style-type: none"> ▪ Media Matters ▪ Discuss framing using Lakoff article ▪ Utilizing the concepts of critical thinking/theory, systems theory, ecological perspective, strengths based; macro/micro social work, frame liberal and conservative perspectives on how resources are distributed. ▪ Discussion: How do these theories frame our practice? How do we integrate them to maximize social justice for poor/oppressed populations? 	<ul style="list-style-type: none"> ▪ Lakoff, F. (2004). don't think of an elephant: Know your values and frame the debate. White River Junction, VT: Chelsea Green Publishing. (Chapter 1) <p>Articles:</p> <ul style="list-style-type: none"> ▪ Benen, S. (2016, December, 28). The foolish farce surrounding 'food-stamp fraud.' MSNBC. ▪ Resnick, B. (2016, November 23). Most people are bad at arguing. These 2 techniques will make you better.
Module 5 Wed Feb 10	Analyzing Social Policies	<ul style="list-style-type: none"> ▪ Explain & apply how to define an issue for social policy change. 	<ul style="list-style-type: none"> ▪ Media Matters ▪ Use Hoefer <i>Understanding the Issue</i> step-by-step guide and in groups apply to assignments. ▪ Social policy research. ▪ Letter to Elected Official due 	<ul style="list-style-type: none"> ▪ Textbook: Hoefer (2019) Ch 4 Understanding the Issue. <p>Articles:</p> <ul style="list-style-type: none"> ▪ Jayapal, D. (2017). The evolving politics of race and social work activism: A call across borders. <i>Social Work</i>, 62(1), 45-52. ▪ O'Brien, M. (2014). Poor kids who do everything right

Module/ Week	Topic(s)	Objectives	Activities & Assessments	Reading
				don't do better than rich kids who do everything wrong. <i>The Washington Post</i> .
Module 6 Wed Feb 17	Policy Analysis and the Impact of Power and Institutional and Oppression Models of Social Welfare Policy Development	<ul style="list-style-type: none"> Identify how to advocate for human rights and social and economic justice. Explain how to engage in practices that advance social and economic justice. Compare & contrast policy formulation through legislative, judicial and administrative means and critique examples of policy made thru these processes 	<ul style="list-style-type: none"> Media Matters Determine/discuss a public hearing. Possible Day at Legislature Interpret decision matrix Policy Groups create an Advocacy Map Discuss/determine debate topics. Choose debate groups 	<ul style="list-style-type: none"> Textbook: Hoefer (2019) Ch 5 Planning Advocacy Practice & Ch 6 Advocating Through Education, Persuasion & Negotiation Articles: <ul style="list-style-type: none"> Cook, J. & Lewandowsky, S. (2011). <i>The debunking handbook</i>. St. Lucia Australia: University of Queensland.
Module 7 Wed Feb 24	Economic Policies and Their Impact on Oppressed & Vulnerable Populations	<ul style="list-style-type: none"> Describe economic policies and the impact on poor and oppressed populations. Analyze methods for effective advocacy communication. Deconstruct social media as advocacy tool 	<ul style="list-style-type: none"> Media Matters Effective use of social media apply to social media advocacy assignment. Discuss economic policies in relation to policy or debate topics. Work in Debate groups Public Hearing paper due 	<ul style="list-style-type: none"> Textbook: Hoefer (2019) Ch 7 Presenting Your Information Effectively & Ch 8 Electronic Advocacy Articles: <ul style="list-style-type: none"> Anderson, M.D. (2017, July, 27). Why the myth of meritocracy hurts kids of color. <i>The Atlantic</i>. Demby, G. (2016, September, 23). Racial disparities in wages boil down to discrimination.
Module 8 Wed March 3	Developing Social Policy Advocacy Skills	<ul style="list-style-type: none"> Simulate and critique effective advocacy communication. 	<ul style="list-style-type: none"> Media Matters Group Debate # 1 Group Debate # 2 Debate Peer Evaluation Work in Policy Groups 	<ul style="list-style-type: none"> Articles: <ul style="list-style-type: none"> Eversman, M.H. & Bird, J.D.P. (2017). Moral panic and social justice: A guide for analyzing social problems. <i>Social Work</i>, 62(1), 29-36. Guo, J. (2016). Why black workers who do everything right still get left behind. <i>The Washington Post</i>.

Module/ Week	Topic(s)	Objectives	Activities & Assessments	Reading
Module 9 Wed March 10	Social Work and Political Advocacy	<ul style="list-style-type: none"> Simulate and critique effective advocacy communication Identify ways to engage in policy practice. 	<ul style="list-style-type: none"> Media Matters Group Debate # 3 Group Debate # 4 Debate Peer Evaluation Social Policy Advocacy skills. Work in Policy Groups 	<p>Articles:</p> <ul style="list-style-type: none"> Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Revisioning social justice for social work with indigenous youth. <i>Social Work</i>, 58(4), 314-320. Szalavitz, M. (2017, July, 5). Why do we think poor people are poor because of their own bad choices? <i>The Guardian</i>
Module 10 Wed March 17	Current Social Issues	<ul style="list-style-type: none"> Describe social worker's role in impacting current social policy issues. 	<ul style="list-style-type: none"> Media Matters <i>If needed</i> Advocacy and augmentation. Discuss current issue(s) (immigration, climate change, etc) 	<p>Articles:</p> <ul style="list-style-type: none"> Sherranden, M.S., Slosar, B., & Serranden, M. (2002). Innovation in social policy: Collaborative Policy Advocacy. <i>Social Work</i>, 47(3), 209-221. Sitrin, C. (2017, July, 10). Most Republicans now think colleges are bad for America. <i>Vox</i>.
Module 11 Wed March 24	Influencing the Policy Process Part I	<ul style="list-style-type: none"> Explain the role of social workers in influencing policy at various stages and within various policy and political processes. 	<ul style="list-style-type: none"> Media Matters Describe monitoring legislative or administrative regulations; budgets; implementation, integrating advocacy into SW practice Case Study Early Childhood Education Policy Brief Due & Peer Evaluation 	<ul style="list-style-type: none"> Textbook: Hoefer (2019) Ch 9 Evaluating Advocacy <p>Articles:</p> <ul style="list-style-type: none"> Becerra, D. (2016). Anti-immigration policies and fear of deportation: A human rights issue. <i>Journal of Human Rights and Social Work</i>, 1(3), 109-119.
Module 12 Wed March 31	Influencing the Policy Process Part II	<ul style="list-style-type: none"> Demonstrate skills in analysis, formulation and advocacy of policies that advance social well-being. 	<ul style="list-style-type: none"> Media Matters Interpret methods to evaluate advocacy Social Media Advocacy Plan Due 	<ul style="list-style-type: none"> Textbook: Hoefer (2019) Ch 10 Ongoing Monitoring & Ch 11 Integrating Advocacy Into Your Social Work Practice

Module/ Week	Topic(s)	Objectives	Activities & Assessments	Reading
Module 13 Wed April 7	Group Consultation		Group Consultation Time	▪ No reading
Module 14 Wed April 14	Group Policy Brief Presentations	▪ Develop a policy analysis document for a policy making body and a social media advocacy strategy and make an effective argument in support of it for a policymaking body	▪ Group Policy Brief Presentations & Fact Sheet ▪ Peer Evaluation	▪ No reading
Module 15 Wed April 21	Group Policy Brief Presentations	▪ Develop a policy analysis document for a policy making body and a social media advocacy strategy and make an effective argument in support of it for a policymaking body	▪ Group Policy Brief Presentations & Fact Sheet ▪ Peer Evaluation	▪ No reading

EVALUATIVE PROCEDURES -

ASSIGNMENTS All Assignments are accessed in the “Assignments” link on the left column in Canvas. Make sure you review “how to submit” and grading rubric prior to submission. Make sure you note the due dates for all assignments. If there are unforeseen circumstances that prevent you from getting the assignment in on time, please let the instructor know BEFORE it is due

General Expectations. Please adhere to the following:

1. Attend all class sessions
2. Read the assigned readings and come to class prepared to discuss them.
3. Participate actively in class – absolutely no texting or internet use during lectures/presentations.
4. Submit assignments on time.

This course requires completion of the following assignments and in-class participation. The table below lists the assignments, their formats and due dates, and the points allocated to each assignment. Details of each assignment can be found in this syllabus. All written assignments are due electronically through Canvas/Turnitin by 11:59 p.m. on the due date.

ASSIGNMENT	FORMAT	DUE DATES	POINTS
1. Letter to State Representative	Individual written assignment (1 page)	Module 5 Sun Feb 7	25 (Individual)
2. Public Meeting/Hearing Paper	Individual written assignment (6-8 pages)	Module 7 Sun Feb 21	100 (Individual)
3. Debate	Debate in class Peer Evaluation	Modules 8 & 9 Wed Mar 3 & 10	25 (Group) 5 (Individual)
4. Policy Analysis and Advocacy Brief	Group written assignment (6-8 pages)	Module 11 Sun March 21	100 (Group)
5. Advocacy Strategy using Social Media	Group presentation & discussion	Module 12 March 31	25 (Group)
6. Policy Brief & Advocacy Campaign Presentation	Group presentation (30 minutes) Peer Evaluation	Module 14 & 15 Wed Apr 14 & 21	100 (Group) 5 (Individual)
7. Policy Fact Sheet	Group written assignment (1 page)	Module 14 & 15 Wed Apr 14 & 21	25 (Group)
8. Media Matters	Presentation & Discussion (15 min)	On-going	25 (Pairs)
9. Participation & Engagement [EPAS 2.1.1]	Active, respectful participation & attendance	On-going	15 (Individual)
TOTAL			450

SWG 632 ASSIGNMENTS – Detailed Descriptions

All Assignments are accessed in the “Assignments” link on the left column in Canvas and on the Module the week they are due. Click on the assignment to enable submission of your work. Make sure you review “how to submit” and grading rubric prior to submission.

Letter to State Legislator = 25 Points

Module 5

Choose an Arizona (or your home state if you are not a resident of Arizona) policy or legislative issue. Write a letter (see links below for guidelines/suggestions) to the state legislator from your district stating your position on the policy or legislative issue and what you would like your state representative to do about the policy or legislative issue. (1 page).

The letter should include: 1) a description and a statement of your position on an issue and/or policy written in professional language; 2) One to two compelling statements supported by experience/knowledge and one to two compelling statements supported by facts; 3) Professionally request lawmaker for specific action on policy issue.

The letter should be appropriately formatted including a correct salutation and signature. It should be written with professional and respectful language.

Resources for Letter to State Legislator:

- *Locating your representative:*
- <http://www.azleg.gov/findmylegislator/> or <http://capwiz.com/socialworkers/az/home/>

How to Write a Letter to Your Representative:

- http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aboutaasl/aaslcommunity/quicklinks/el/Sample_Letter_to_Elected_Officials.pdf
- <http://www.nasw-heartland.org/?page=MNSPANLegWritingTips>
- <https://nasw-michiganblog.weebly.com/blog---the-social-worker-perspective/writing-a-letter-to-your-member-of-congress>
- https://www.socialworkers.org/LinkClick.aspx?fileticket=YT7qMb9E_Do%3d&portalid=0

By completing this assignment, students will engage in policy practice to promote social justice across practice levels (Competency 5). Students will need to apply critical analysis to weigh the different policy options and programs that may impact the social issue or social problem they have chosen to analyze. Students will also demonstrate collaboration for effective policy action, provide leadership in promoting social change, and demonstrate professional demeanor in appearance and communication

Public Hearing or Meeting Paper = 100 Points

Module 7

Attend a public hearing or meeting. It can be a public forum of any kind held at the state, city, county, tribal or town level. Examples include a state legislative committee hearing, a town council meeting, a tribal council meeting, or a school board meeting. (6-10 pages including coversheet and references)

After attending, write a reaction paper describing what you observed and your impressions of the gathering.

- What was the purpose of the meeting?
- Was the hearing or meeting easy to follow?

- Who were the principals involved?
- Was there evidence of a power differential, and if so, how was it demonstrated?
- Was there opportunity for the public to participate? If so, how did the public officials react/respond (verbal and non-verbal)?
- Was diversity and sensitivity to diversity evident? If so, how?
- Was the meeting welcoming to the public? Why or why not?
- How might members of diverse or minority communities feel at these types of meetings/hearings?
- How could social workers help advocate in these meetings/hearings?
- Write a conclusion

By completing this assignment, students will: Identify sources of oppression and marginalization on the individual, group, community, institutional, and societal levels (Competency 2); Exhibit a heightened ability to reflect on the role of systemic racism and oppression and the need for social change (Competency 3) and Engage in policy practice to promote social justice across practice levels (Competency 5).

This experiential assignment develops insight into the policy-making process and promotes best practices to advocate for effective policy practice that aids access to social welfare services. Understanding of social and economic justice is promoted and understanding of the role of privilege and power in policy-making is gained.

Debates = 25 Points

Module 8 & 9

As a group you will participate in a debate. Your group will be assigned a topic to debate and a date to present in class. Your group must be prepared to discuss multiple sides of the issue. Each member of the group will assume a role (the group will determine who will do each role) including the following: moderator, conservative elected official, liberal elected official, moderate elected official. You will research to identify a current elected official who has a voting record on the issue. You will research the elected official's voting record and opinions. You will be prepared to articulate his/her opinions and statements on the day of your debate in a professional manner. The moderator will be responsible for understanding multiple sides of the issue and be prepared to ask questions to members of the panel to engage them in a discussion on why they support or oppose a particular policy proposal and how and why they differ from other panelists. The moderator will also screen and pose questions from the audience. You can use the assigned text or other appropriate outside sources. You will be graded as a group on the articulation of the issue and persuasiveness of your arguments by a mean score of the evaluation of the class and the professor.

By completing this assignment, students will: Strengthen skills to confront discrimination and oppression on the individual, group, community, institutional and societal levels (Competency 2); Exhibit a heightened ability to reflect on the role of systemic racism and oppression and the need for social change (Competency 3); and Articulate the relationship between structural oppression and national, state and local policies, and how this contributes to the ongoing experience of exploitation and marginalization (Competency 5)

This assignment introduces students to sources they can use for policy research and analysis and that they can use for policy practice advocacy. Students will also demonstrate professional demeanor and communication

Peer Evaluation – Debate Team = 5 points Module 8 & 9

At the time of your presentation, you must also fill out a peer evaluation of the members in your group in order to receive your final grade.

Policy Analysis & Advocacy Brief = 100 Points

Module 11

As a group, you will identify one social policy and issue that is currently impacting oppressed or vulnerable populations or the social work profession. Complete an analysis that accomplishes the following: (8-10 pages)

- **Briefly** describe the policy or legislative issue.
- **Briefly** describe background and historical information about the policy or legislative issue.
- Discuss why this policy issue, program or law is important.
- Include statistical data that indicates the existence of the problem both in a historical and present day context.
- Discuss the strengths and weaknesses of the policy as currently written.
- Describe how the policy impacts clients, potential clients, **or** certain populations are impacted or may potentially be impacted.
- Include an analysis of impact this social policy or problem has had on diverse populations **including communities of color or other oppressed and vulnerable populations** and address the social justice issues in this section. Diversity can involve a variety of perspectives which may include: gender, socioeconomic status, race, ethnicity, disabilities, lifestyle and age. *Think of and discuss intersectionalities and how they might impact various populations.*
- Discuss options/recommendations for improving your chosen policy. Include your decision matrix and discuss the criteria and recommendations
- Discuss the top policy recommendations to change, eliminate, or allow the policy to continue in its current form.
- Provide a summary/conclusion
- Present your best policy recommendations based on your decision matrix. Your policy option/recommendation should be focused, concrete, with enough specifics to demonstrate its value.

After you receive your instructor's feedback on your policy brief, you must use your policy brief (either in its entirety, portions of it, or both) as part of your social media advocacy strategy this may include sending (e-mail, emailing, tweet, etc.) to your to policy brief to policy makers, agencies, community organizations, or other stakeholders.

In terms of written requirements, prepare a policy research brief (rather than a term paper format- **see How to Write a Policy Research Brief, available on Canvas**). The memorandum should be approximately 8-10 pages (including title page and references). You are **expected** to include tables, graphs, figures, or pictures to present the information in a visually appealing manner (The use of Microsoft Publisher or other similar software is recommended). *Remember this assignment should be thought of as not just an analysis, but as an advocacy tool as well.* **Your brief must be converted to a pdf file prior to uploading it to Turnitin.** Your policy brief will be graded on its quality of written presentation, analysis, visual presentation, and appropriate use of APA formatting.

By completing this assignment, students will: Identify sources of oppression and marginalization on the individual, group, community, institutional, and societal levels (Competency 2); Recognize the power of privilege to apply knowledge of the dynamics of power differentials, histories of oppression, and the

impact of power and historical oppression on the marginalization of communities. (Competency 2); Exhibit a heightened ability to reflect on the role of systemic racism and oppression and the need for social change (Competency 3); Critically analyze structural factors such as racism and violence which contribute to persistent disparities for marginalized populations (Competency 3); Use advocacy methods to engage in the policy arena on behalf of community interests to work toward improved social and economic well-being, with a particular responsibility to vulnerable populations. (Competency 5); and Articulate the relationship between structural oppression and national, state and local policies, and how this contributes to the ongoing experience of exploitation and marginalization (Competency 5).

This policy brief engages students in the analysis of social welfare policies and their effect on service delivery and develops the understanding needed to advocate for effective policy practice that aids access to social welfare services Understanding of social and economic justice is promoted and understanding of the role of privilege and power in policy-making is gained [EPAS 2.1.4]. Students will need to apply critical analysis to weigh the different policy options and programs that may impact the social issue or social problem they have chosen to analyze [J]Students will also demonstrate collaboration for effective policy action, provide leadership in promoting social change, and demonstrate professional demeanor in appearance and communication

Advocacy Strategy using Social Media Proposal = 25 points Module 12

Each group must develop a proposal for an advocacy strategy to ***promote the recommendations in their policy brief using social media***. You will present your strategy in a Zoom presentation with your instructor and if available a social media expert.

Determine the following and prepare PowerPoint or similar presentation:

- ✓ **Advocacy Goal**
 - What are you trying to accomplish?
 - Education- public, agencies, communities, policy makers
 - Political action- voting, calling, letter writing, rallies, meetings, protests
 - Organizing- policy makers, public, agencies
- ✓ **Objectives**
 - How will you accomplish your goal?
 - What steps will you take?
 - What social media platforms will you use and why?
- ✓ **Target Audience**
 - Describe the target audience for the social media advocacy campaign.
 - Do you have multiple targets?
 - Why are these target audiences appropriate?
- ✓ **Message**
 - Short description or the theme/tag line(s) of what you are trying to accomplish or the message you want to convey to your target audience.
 - What picture/graphic information will you use? (you do not have to have this completed at this point, but you will need to incorporate prior to your presentation)
- ✓ **Rationale**
 - Why is this important policy/issue important?
 - Why should the target audience care?
 - What data/statistics/evidence exists to support your rationale?
 - Why is the recommendation/action you are trying to accomplish important?
- ✓ **Target Reach**

- How many people do you plan on reaching with your social media campaign? Why is this target number? (make a realistic estimate)
- How will you know the number of people you have reached?
 - Likes
 - Shares
 - Retweets
 - Followers
 - Tags
 - Other

✓ **Evaluation**

- How will you know if you have accomplished your goal?

Set up time with instructor and present. Be prepared to discuss

By completing this assignment, students will: Strengthen skills to confront discrimination and oppression on the individual, group, community, institutional and societal levels (Competency 2); Use advocacy methods to engage in the policy arena on behalf of community interests to work toward improved social and economic well-being, with a particular responsibility to vulnerable populations (Competency 5)

Students will also demonstrate collaboration for effective policy action, provide leadership in promoting social change, and demonstrate professional demeanor in appearance and communication

Policy Brief Presentation = 100 Points

Modules 14 & 15

Each group will be responsible for presenting the information from their **policy brief and advocacy campaign utilizing social media**. The purpose is not just to inform, but to persuade the class to act on your recommendations/advocacy campaign. The members of the class will act as a legislative body. Your grade will be partially based on the persuasiveness of your presentation/arguments and the effectiveness of your advocacy campaign. You will have a maximum of 30 minutes to complete your presentation.

Policy Fact Sheet = 25 Points

Modules 14 & 15

Each group must also develop a 1 page fact sheet supporting the position taken. The fact sheet must provide the information needed to write an informed letter to an elected official or to inform the public to take a specific action. It should identify the group taking the position and it must include the names and contact information of the group members or advocacy group- (be creative with this, creating your group identity for the assignment). It must also include an action item for the intended audience (vote, call, write, etc.). It should be constructed to be informative, clear and concise, and convincing as an advocacy tool.

Peer Evaluation – Policy Group = 5 points

Modules 14 & 15

At the time of your presentation, you must also fill out a peer evaluation of the members in your group in order to receive your final grade.

By completing this assignment, students will: Strengthen skills to confront discrimination and oppression on the individual, group, community, institutional and societal levels (Competency 2); Exhibit a heightened ability to reflect on the role of systemic racism and oppression and the need for social change (Competency 3); Use advocacy methods to engage in the policy arena on behalf of community interests to work toward improved social and economic well-being, with a particular responsibility to vulnerable

populations (Competency 5); and Engage in policy practice to promote social justice across practice levels (Competency 5).

This assignment engages students in the analysis of social welfare policies and their effect on service delivery and develops the understanding needed to advocate for effective policy practice that aids access to social welfare services. Students will also demonstrate collaboration for effective policy action, provide leadership in promoting social change, and demonstrate professional communication.

Media Matters = 25 Points

on-going

You and a classmate will lead a brief (15 min or less) discussion on a current media issue to the class. You will perform an internet search for a recent (not older than 6 months) news article (not an editorial) published in a reputable news outlet that presents a social welfare policy issue. You will determine and lead a discussion with the class covering the following:

- Identify and discuss the issue and how it relates to social work.
- Identify and discuss the policy and its implications for social work.
- Determine and discuss how it demonstrates the social work concept of social construction.
- Using Critical theory and critical analysis, identify and discuss the power relationships and poor/oppressed groups that may be impacted.
- Summarize how this is important to social workers and social work practice.

You will be graded on how effectively you address the discussion points outlined both in your presentation and facilitation of class discussion.

By completing this assignment, students will: Recognize the power of privilege to apply knowledge of the dynamics of power differentials, histories of oppression, and the impact of power and historical oppression on the marginalization of communities (Competency 2); Exhibit a heightened ability to reflect on the role of systemic racism and oppression and the need for social change (Competency 3); Critically analyze structural factors such as racism and violence which contribute to persistent disparities for marginalized populations (Competency 3); Demonstrate a critical understanding of the nature and consequences of globalization in economics, politics, and culture (Competency 3); and Articulate the relationship between structural oppression and national, state and local policies, and how this contributes to the ongoing experience of exploitation and marginalization (Competency 5).

Participation & Engagement = 15 Points

on going

Purpose - Participation and attendance are expected at the masters level and essential components of understanding the information and application of knowledge to your social work practice.

Instructions - Participation and attendance are critical to this class. It is expected that you will attend class, in-person or Zoom, as assigned, arrive on time, and actively participate in class discussions. It is an expectation that you attend all classes. If you are on Zoom your video will be on at all times. (See Zoom etiquette in this Syllabus)

How to Submit - Actively participate in class discussions. If you cannot attend a class, email your instructor BEFORE class.

Rubric: You will receive points for classes you attend and arrive on time, stay until class is dismissed, respectfully participate in group exercises and class discussion. If in Zoom, your video screen will be on at all times. (see Zoom etiquette in this Syllabus)

XIX. COURSE GRADING GUIDELINES:

Grading. The following grading scale will be used (*percentages will NOT be rounded up*):

<i>Percentage (Points)</i>	<i>Grade</i>	<i>Percentage (Points)</i>	<i>Grade</i>	<i>Percentage (Points)</i>	<i>Grade</i>
99-100 446-450	A+	84-87 (378-395)	B	61-69 (275-314)	D
94-98 423-445	A	80-83 (360-377)	B-	0-60 < 274	E
90-93 (405-422)	A-	78-79 (351-376)	C+		
88-89 (396-404)	B+	70-77 (315-375)	C		

Graduate Grades - Social Work Policy SWK 312

An A+ grade at the graduate level means that a student is doing exceptional work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the graduate level means that a student is doing outstanding or excellent work. The student attends class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the graduate level means that a student is doing excellent work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework, and demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A B grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the B or C level.

A B- grade at the graduate level means that a student is going satisfactory work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a minimal level of understanding of the course concepts.

A C+ grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly and/or fails to hand in some of the course assignments. The student demonstrates a basic level of understanding of the course concepts.

A C grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Each assignment, test or activity is worth a specific number of points. The final grade in the class will be calculated by adding all the points received throughout the semester and the total points you receive will correspond to your final grade according to the following scale:

Assignment Policy

Unless there is an emergency or issue previously discussed with the instructor, late work will **not** be accepted. Students are expected to complete original work prepared for this course. All written assignments are required to follow the 6th edition of the APA manual, be double spaced (unless otherwise instructed) presented in professional format and in professional language. In your papers **do not use** first person (*only acceptable in letter to state legislator*), contractions, unsupported claims, informal phrases or expressions.

Failure to follow these instructions will result in a loss of points for the assignment.

Media Matters, Debates and Presentations **cannot** be made up.

Canvas will be used for this course. You are expected to regularly check the Canvas for announcements, emails, and any changes to the course. All assignments are to be turned in via Canvas Turnitin. If that is not working, email your assignment (on or before the due date).

Grading rubrics for all assignments are available on the course Canvas and are included with each assignment in Canvas.

****Wikipedia and other similar sites are **NOT** appropriate sources for assignments****

Discussions of policy issues may conflict with personal values/beliefs, but students are expected to respect the opinions/comments of their classmates even if they do not conform to their individual beliefs. In addition, students are expected to know various sides of an issue and are expected to discuss one side or another regardless of whether that is the position of the individual student or not. This is important because if you do not know and understand the position of the person with an opposing point of view, then it is challenging to be an effective policy advocate.

XV. OTHER EXPECTATIONS

Accommodations for Disaster, Military, Religious, and University Activities

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Attendance and Participation

Class attendance and participation are an expectation and essential to learning in this course. Most of the course material will be presented in interactive format. Active participation and involvement with class lectures and activities will enrich the learning experience. Additionally, each student's comments

and participation add to the educational experience for all students. The class participation grade encompasses more than attendance; in this class, students are expected to actively participate in role plays and small group exercises and to appropriately give and accept professional feedback. Arrivals after the 15-minute grace period will be marked as absent. You will receive points as indicated in the syllabus for class attendance and participation

If you are unable to attend class or will be late to class, please email the instructor in advance.

If you are ill, please inform the instructor BEFORE the class(if possible). DO NOT ATTEND the in-person class. If you feel up to it however you can attend the Zoom class. Please make arrangements with your instructor regarding an illness.

Drop and Add Dates/Withdrawals

Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School.

Zoom Netiquette

When attending this class on zoom you are expected to bring the same effort, attention, and intentionality as if you were attending the class in person. To receive full points for attendance and participation when you are on Zoom, you must arrive to the zoom class session on time. Your camera must be on and you must be visibly present the entire class in an appropriate manner for a classroom environment. You remain focused solely on class lectures/discussions/activities as evidenced by looking at the camera and responding to questions. You routinely provide useful ideas, reflections, and critiques when participating in the classroom and small group discussions.

To ensure a safe and productive zoom meeting space we have created the following guidelines and tips. If a student consistently does not follow the below guidelines, they may be asked to leave the zoom meeting for the day and accrue an absence for that zoom class.

1. Computer with camera and microphone (headset is optimal)
2. Follow the ZOOM class guidelines as outlined above.
3. Log in on time and be prepared to attend the entire class
4. Dress appropriately and participate in a professional manner
5. Control Video & Audio so to optimize participation
6. Please try to meet in a quiet place alone so to decrease distractions (no family, pets, etc.)
7. Think about your background and behavior so you are appropriate and to limit distractions
8. No distractive eating or drinking
9. Mute Microphone when directed
10. Make sure to keep Video on throughout the class so attendance and participation can be recorded
11. Reminder – Class Participation counts so participate as though we are in the classroom (see attendance and participation)

Computer Requirements

Considering the substantial reliance on various tools around the University (e.g. Zoom, proctor software, etc.) and through consultation with UTO, we have included broad level computer requirements. If students are using Chromebooks for their courses that use software that require Mac or PC, we can work with instructors individually to address accommodations if no other options are available.

Prohibition of Sharing Course Content

Reflecting the nature of Zoom video conferencing, we have included additional language regarding the recordings being for the sole use of students enrolled in the class during the designate class period.

COVID-19 Reporting

Please note if you disclose to your instructor or in class that you have tested positive for COVID-19 that as a faculty member I am required by University policy to report that information to the University Health Office or other designated offices.

Workload Expectations

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). This translates to 9 hours per week for classes that meet over a 15 week-semester engaging in online activities, reading, doing homework, completing assignments or assessments, and studying. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of 'E'), course failure due to academic dishonesty (indicated on the transcript as a grade of 'XE'), loss of registration privileges, disqualification, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>. Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database. Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. However, ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#).

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#).

Writing Quality

Grades are based on a combination of content and clarity, so be sure that your writing is clear and responds to the questions raised in the assignment. Please review all your written work for proper grammar, spelling and word usage. Submit your work through Canvas.

Writing Center

Writing support is available to graduate students. The professional tutor holds regular office hours to meet with students who schedule appointments and those who need walk-in assistance. The writing center additionally provides support to online students. You may schedule a virtual appointment with a tutor and request additional support. <https://tutoring.asu.edu/student-services/online-writing-tutoring>

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://asu.instructure.com/>

- To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.
- If you do have technical problems, the most efficient way to get help is to call 1-855-ASU-5080 (the ASU technology helpline) or click on the Help link in Canvas.
- IMPORTANT NOTE: Sometimes Canvas does not work well if you are using Internet Explorer as your browser. In order to avoid problems, particularly when you are watching videos or completing assignments, open the internet with a different browser such as Mozilla or Google Chrome. You can download either for free (see links below). <http://www.mozilla.com> or <https://www.google.com/intl/en/chrome/browser/>

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

Communication

Response Time Emails will generally be responded to within 48 hours, however, emails sent on Fridays may not be responded to until Monday. Correspondence sent over the weekend will be replied to Monday or Tuesday. It is expected that students read through all assignment descriptions at the start of the course and bring up questions sooner rather than later. The master instructor and co-instructors strive for a high level of support for all students, while also expecting students to take charge of their learning experience and being attentive to course expectations and requirements. Q&A Board posts submitted Monday through Thursday will be answered within 24 hours, and sooner when possible. Questions posted Friday through Sunday will be answered on Monday.

Email Communication

All correspondence with the instructor should be respectful and professional. The instructor and students can use an informal and friendly tone when emailing while staying considerate. This course is a partnership between students and educators, and it is the hope students approach it as such.

Office Hours

Meeting with the course instructor may be done so through Zoom platform or through a scheduled phone call. Students wishing to schedule a time to meet with the instructor may email the instructor with a list of days and local times available.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email or in a face-to-face class. If you use Google Docs or Pages, be sure to export it to a PDF or .docx before you submit to correct formatting issues. Google docs and Pages do not translate their formatting to Canvas, so you must ensure your document is correct before uploading. You only need to use one space after a period.

Technology in the Classroom

Laptops will be used in class activities (if you do not have a laptop you will be assigned to work with a student who does). Laptops are to be used for class purposes only. They are not to be used when fellow students are presenting or during guest speakers. Inappropriate use of technology including smart phones will affect your overall participation grade in the class.

Children in the Classroom

ASU Provides resources for childcare and breastfeeding support, including private rooms on each campus. [You can review those resources by clicking here](#). I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

- Breastfeeding babies are welcome in class as often as is necessary. You and your nursing baby are welcome in class anytime.
- I understand that unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, bringing a child to class in order to cover unforeseen gaps in care is perfectly acceptable.
- In cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met.
- Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel. The first step in accommodating your needs is communication. While I maintain the same high expectations for all students in my classes, I am happy to problem solve with you in a way that makes you feel supported during your

education.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.