



SWU 332 Syllabus and Course Outline
Spring 2024 – Session A
Online

I. Name and Number of Course

SWU 332 Social Policy and Advocacy

Instructor: Kyrsten Sinema, Ph.D., J.D.,

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II. Program Level

Undergraduate level – BA in Community Advocacy and Social Policy

III. Course Requirements

Credit: 3 credit hours

Elective or Required: Required for BA CASP majors

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), Quechan (Yuma), 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 Catalog Description

Contemporary social, political, and economic issues. Special emphasis on advocating for oppressed populations. Analysis and development of social welfare policies and programs.

Welcome to Social Policy and Services. This may be your first online course. Please take the time to read this syllabus very carefully several times. Utilize the first week of classes to familiarize yourself.

Please pay careful attention to deadlines for all discussion board assignments, quizzes, and activities. **Do not hesitate to contact me by email at Kyrsten.Sinema@asu.edu if you have any questions or concerns. Use subject line SWU 332 for all emails, as I receive hundreds of emails per day.**

VII. Course Enrollment Requirements

Prerequisites: POS 110, POS 310, or SWU 182; SWU 171

VIII. Course Overview

The purpose of this course is to familiarize students with the major social welfare policies and programs in the United States and how to better advocate for economic and social justice. Social welfare programs are examined within the context of the social problems they address. The course also explores the strengths and weaknesses of current government interventions. Special focus is given to social welfare policies and programs designed to alleviate poverty and promote social and economic justice. Students will also learn ways to influence the social welfare policy development process and advocate for social change. The history and role of social change agents in the formulation, implementation, and evaluation of social welfare policies is emphasized. The themes of poverty, racism, sexism, homophobia, and other forms of oppression are addressed. Attention is placed on diversity concerns related to populations of the Southwest.

IX. Competencies / Learning Outcomes:

Upon completion of the course, students will be able to:

1. Apply social work values, ethical imperatives, and professional responsibilities and resources to work for social justice.
2. Critically define, compare, and discuss different conceptions of social welfare, their implications for policy development, and contribution to social change.
3. Know the historical evolution of social welfare in the United States, including special conditions and barriers facing women, ethnic minority groups, and other special populations.
4. Identify the impact of institutionalized forms of oppression.
5. Critically analyze how racism, sexism, classism, homophobia, and other forms of societal oppression impact the policy arena, with particular emphasis on populations of the Southwest.
6. Define and discuss the concepts of economic and social justice and their relationship to social welfare policy development and how advocacy has contributed to the advancement of economic and social justice.
7. Understand, define, and analyze the cultural, philosophical, and political-economic factors influencing the development of social welfare and social policy in the U.S.
8. Apply the central concepts of a policy analysis framework and discuss how that informs advocacy for social change.
9. Recognize and apply the phases of policy formulation and identify key points for advocacy.
10. Compare and contrast different approaches to advocacy for social change.

X. Course Units

1. Introduction to Social Welfare Policy
2. Historical Background of Social Welfare and the Role of Advocacy in Bringing about Social Change
3. Context and Theories of Social Welfare Policy
4. Policy Analysis and Advocacy during the Policy-making Process
5. The Delivery of Social Welfare Services
6. Social Justice and Human Rights - Institutionalized Forms of Oppression
7. Defining Poverty – Advocacy for Economic Security
8. Policy Practice – Advocating for Economic and Social Justice

XI. Key Course Concepts

Absolute Poverty	Public assistance
Advocacy	Rationalism
Blaming the victim	Relative poverty
Charity Organization Societies	Residual approach
Civil rights	Safety net programs
Feminization of Poverty	Settlement Movement
Income maintenance	Social change
Incrementalism	Social insurance
Institutional approach	Social Security Act
Juvenilization of Poverty	Social welfare
Official Poverty Index/Threshold	Universal vs. selective services
Policy practice	Welfare reform
Poor Laws	Worthy vs. unworthy poor

XII. ASU and Related Policies.

For information regarding course and college policies, please refer to the [Watts Course Policies link](https://links.asu.edu/watts-course-policies)
<https://links.asu.edu/watts-course-policies>

Students are responsible for reviewing and complying with all ASU policies.

COURSE OUTLINE

XIII. Required Textbook and Readings

Required Text

Segal, E.A. (2020). *Social welfare policy and social programs* (Updated 4th ed.). Boston, MA: Cengage.
978-1305101920

The required material for this course, *Social Welfare Policy*, will be provisioned as an e-book and made available at a discounted price significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group price, no additional action is needed. Following the drop/add period, a charge of \$39.75, plus tax, will post to your student account under the header “Digital Integrated Course Mtrl” and your access will continue uninterrupted.

If you'd rather purchase the material from an alternate source, you may choose to opt out of the program by using this link: https://includedcp.follett.com/1230* . Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued.

TO ACCESS THE E-BOOK, CLICK ON THE BRYTEWAVE TOOL IN YOUR COURSE’S CANVAS SHELL. Please note: the ebook won’t appear on your shelf until approximately 5 days prior to the start of classes. If you need assistance accessing the book or the opt-out portal, fill out the support request form: <https://forms.gle/uD4GhBxMoixnbwYx5>

*Link is campus specific:

Tempe/Online: <https://includedcp.follett.com/1230>

Poly: <https://includedcp.follett.com/1232>

West: <https://includedcp.follett.com/1233>

Downtown: <https://includedcp.follett.com/1234>

XIV. Course Schedule – Plan of Instruction

WEEK	LEARNING	READINGS	ASSIGNMENTS & ASSESSMENTS	POINT	DUE DATE
1	Module 1: Introduction to Social Welfare Policy	Chapter 1	<ul style="list-style-type: none">• Introduction discussion forum original post and response posts• Chapter 1 Quiz• Competing social values discussion forum original post and response posts	5 10 15	Jan 12, 14 Jan 12 Jan 12, 14

2	Module 2: Historical Background and Role of Advocacy	Chapter 2	<ul style="list-style-type: none"> • Chapter 2 Quiz • Video questions 	10 20	Jan 19 Jan 21
3	Module 3: Context and Theories	Chapter 3	<ul style="list-style-type: none"> • Chapter 3 Quiz • Worldviews and policy-making discussion forum original post and response posts 	10 15	Jan 26 Jan 26, 28
4	Module 4: Delivery of Social Welfare Services Module 5: Social Justice and Human Rights	Chapter 5 Chapter 6	<ul style="list-style-type: none"> • Chapter 5 & 6 Quiz • Community Advocacy Websites 	20 10	Feb 2 Feb 4
5	Module 6: Defining Poverty – Advocacy for Economic Security	Chapter 7	<ul style="list-style-type: none"> • Chapter 7 Quiz • Understanding Poverty discussion forum original post and response posts • Policy Project Component #1: Planning Document (<i>for the Policy Research Paper and Letter</i>) <i>The Policy Project has three components for a total of 50 points.</i> 	10 15 10	Feb 9 Feb 9, 11 Feb 11
6	Module 7: Policy Analysis and Advocacy	Chapter 4 Choose topic from chapters 8-13 for the policy research paper	<ul style="list-style-type: none"> • Policy Project Component #2: Policy Research Paper 	30	Feb 18
7	Module 8: Policy Practice – Advocating for Economic and Social Justice	Chapter 14	<ul style="list-style-type: none"> • Chapter 4 (four) Quiz • Policy Project Component #3: Policy Advocacy Letter 	10 10	Feb 16 Feb 25

XV. Assignments and Evaluative Procedures

Assignments

There are a variety of assignments, all worth a total of 200 points. Make sure you note the due dates for all assignments and quizzes. All assignments and quizzes are due at 11:59pm Arizona time.

- Quizzes are due on Friday evenings

- Discussion forums original posts are due on Friday evenings
- Discussion forum response posts are due on Sunday evenings
- Other assignments are due on Sunday evenings

There will be six quizzes worth a total of 70 points, four discussion board activities worth a total of 50 points, and a variety of activities worth 80 points. The grid at the end of this course outline lists all the readings, discussion boards, activities and quizzes by week and their point totals. **Please note that I will try to have all assignments graded within a week of the due date.**

Late or Missed Assignments

Notify the instructor BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. You must communicate with the instructor and receive permission for an extension before missing a deadline. It is your responsibility to anticipate challenges such as internet access or computer problems and resolve them prior to each deadline.

Each discussion assignment and quiz will be unavailable after the closing date. Should you forget or miss a discussion assignment or quiz, you will not have an opportunity to make it up after the assigned period. You may work ahead on any discussions and quizzes, but not after the due date.

Please note that you are responsible for posting your original discussion forum posts by Friday evenings, and your response discussion forum posts by Sunday evenings. Failure to post original posts by the Friday deadline will result in earning zero points for the original postings.

Late assignments are not accepted or graded, and will receive a grade of zero.

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

Deliverables

All work submitted should be typed, unless otherwise noted. Students are responsible for ensuring they use compatible programs and that their work is readable on Canvas. As an ASU student you are provided a free subscription to Microsoft Office 365. Word is the preferred format for all documents.

<https://uto.asu.edu/asu-providing-microsoft-office-365-all-students-faculty-staff>

Statement of 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 about 18 hours per week engaging with the learning assignments (i.e., readings, online lectures and activities, assignments and assessments, and studying) for online classes that meet over a 7.5 week-semester.** 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.

Quizzes

All quizzes will be based on the key terms listed at the end of each chapter in the textbook. After reading each chapter, use those terms as your study guide to prepare for the quizzes. You will have up to an hour to complete each quiz. Be sure to allow yourself the full hour before the closing deadline of 11:59 pm.

- Quiz on chapter 1 (10 points)
- Quiz on chapter 2 (10 points)
- Quiz on chapter 3 (10 points)
- Quiz on chapters 5 & 6 (20 points)
- Quiz on chapter 7 (10 points)
- Quiz on chapter 4 (10 points)

Discussion Board Posts

For each discussion forum, you are required to first post an original post responding to the discussion forum prompt. Then, you are required to post responses to at least two original posts from your classmates, as well as to reply to any response to your original post.

Make sure to pay careful attention to the due dates listed in this syllabus, as the due dates for the original posts are different from the due dates for the response posts. The due dates in Canvas are for the original posts. All original posts are due on FRIDAY NIGHTS. Response posts are due on SUNDAY NIGHTS.

Discussion Forum on: Introductions (5 points)

Post your self-introduction responding to the prompts below.

Discussion Forum Prompt:

It is typical in an online course to have a discussion forum dedicated to introductions so that we may all "meet" each other to build a foundation for a course community. Please introduce yourself by answering the following questions:

- Name
- Major
- City and state where you live
- Brief description of a social policy that is of interest to you (keep this to just a few sentences)

Then, post a recent photo of yourself or an image that represents something unique about yourself. Explain to the class why you selected the photo or image. If you selected an image, explain what the image represents to you. Keep in mind that this is an academic course, and all images must be free from derogatory, inflammatory, or oppressive symbolism or text.

Make sure to post responses to at least two original posts from your classmates, as well as to reply to any response to your original post.

Discussion Forum on: Competing Social Values (15 points total for original post and two response posts)

Reading chapter 1 of the text will help you to begin to understand what social welfare is and how it connects to what we do as social workers. On pages 15-20 (and listed in Figure 1.3) are twelve pairs of competing values. Look those over and think about how your own beliefs fit with each set of values.

Discussion Forum Prompt:

Choose one pair of values from Figure 1.3 and in a paragraph of no more than 10 sentences long, describe how you feel about this pair of competing social welfare values. Which value do you agree with? Why?

Make sure to post responses to at least two original posts from your classmates, as well as to reply to any response to your original post.

Discussion Forum on: Worldviews and Social Welfare Policymaking (15 points total)

There are a number of theories underlying how policies are created, and social values that drive how policy decisions are made. But one thing that is often forgotten is that policies are created by human beings with their own sets of beliefs and experiences. Understanding this can help us to understand the values underlying policy decisions as well as how best to advocate for policies that are in the best interest of the populations we serve.

Discussion Forum Prompt:

The table on page 205 in the text (chapter 7, Box 7.8) compares the demographic characteristics of adults receiving Temporary Assistance for Needy Families (TANF) and the members of Congress who voted on changes made to policy to create TANF. Reflecting on this table, post a paragraph of not more than 10 sentences that (1) identifies what you see as the challenges Congress faces in creating policies that will impact the lives of TANF recipients, (2) suggests how you could see these challenges and the divide of difference being bridged (what would you propose?), and (3) considers which group you have most in common with demographically, and what that might mean for your own strengths and challenges as a social worker.

Make sure to post responses to at least two original posts from your classmates, as well as to reply to any response to your original post.

Discussion Forum on: Understanding Poverty (15 points total)

Post a paragraph of no more than 15 sentences addressing the Budget Worksheet questions below. Your post should be made no later than 11:59 pm on the due date.

Budget Worksheet Assignment:

Complete the budget worksheet with your current monthly household income and expenses. You do not turn this in or post it. The worksheet is to help you assess your monthly expenses. After completing the budget worksheet, identify the poverty level for your household or family size. How are the amounts different? What does this mean in terms of monthly income?

Review Chapter 7 in the textbook. Pick two anti-poverty (public assistance) programs in your community – these can be federal, state, or locally funded and administered. Research the eligibility requirements for each of these programs, noting in particular the income eligibility requirements.

Base your post on the questions below:

Discussion Forum Questions (each question is worth up to 2 points):

- How would your budget have to change, if at all, if you lived at the poverty level?
- What would you cut to balance your monthly budget?

- How would you make, or have you made, those decisions?
- What are the eligibility requirements for each of the two anti-poverty (public assistance) programs that you researched? Identify the programs, eligibility requirements, and benefits the individuals would receive.
- How does your current monthly budget compare with the levels of eligibility for and the benefits from current anti-poverty (public assistance) programs?

Make sure to post responses to at least two original posts from your classmates, as well as to reply to any response to your original post.

Activities

All activities assignments can be accessed through the Activities tab on your left on the Canvas website. Click on each activity to enable submission of your work.

a. Video Questions (20 points)

Read chapter 2 in the text and watch the following videos:

1. **An Academic View of US History since 1865** located at <https://www.youtube.com/watch?v=axTtSeR6SCo> (26 minutes)
2. **Confronting Hard History | Hasan Kwame Jeffries** <https://www.youtube.com/watch?v=A9Lhhsd9EB8&t=18s> (13 minutes)

Answer the following questions using short answers of no more than five sentences for each question: *(2.5 points for each answer)*

1. There are six themes on which the presenter in the first video focuses. Choose one, identify it, and explain why it is so important to our understanding of American History.
2. Choose an international event that is presented in the video that had a significant impact on the United States. What was the impact and why was it so important?
3. Numerous significant social welfare programs and policies are identified in Chapter 2. Cite one that is presented and briefly describe what historical event(s) prompted the creation of that program or policy.
4. The history of women and non-dominant groups changed greatly over history. Give one example of this transformation and briefly describe it. What steps or actions do you think helped to advocate for this social change?

Answer the following questions in a minimum of half a page for each question: *(5 points for each answer)*

5. After viewing the second video, discuss how the past shapes the present.
6. Explain, from your perspective, why confronting hard history can be a difficult task.

Community Advocacy Websites (10 points)

To prepare for this assignment, first read the textbook chapter 6 regarding numerous issues on civil rights and social justice. Pay close attention to the “isms” that are covered in the chapter. Select an “ism” from chapter 6 that is of interest to you (and that you may want to use as the topic for your Policy Issue Brief assignment): racism, sexism, homophobia, classism, ethnocentrism, ageism, or other barriers to civil rights.

The next step is to browse the Internet and find **two reputable community advocacy organizations** that are well regarded nationally and include advocacy for social justice and civil

rights. Keep in mind that you are choosing organizations that are concerned with the “ism” you selected from chapter 6. **In planning for your Policy Research Paper and Policy Advocacy Letter, consider researching websites that would inform those two assignments.**

To complete this assignment, write a paragraph describing each of the organizations that you choose (two paragraphs total). In each paragraph, include the following:

- Identify the full name of each organization.
- Identify the web address of the organization's home page.
- Describe the organization’s mission as it relates to creating social change and advocating for social justice and civil rights. Do not simply quote the mission. Demonstrate that you have acquired an understanding of the mission and are able to describe the mission in your own words.
- Identify the “ism” that is addressed by the organization. Include how you define the “ism” without quoting the textbook or another source. Describe what the “ism” means. Explain how the organization advocates for social justice regarding this “ism”.
- Explain why you selected this organization as part of this assignment.
- Make sure to integrate the course content regarding social justice and civil rights advocacy in your description of each organization.

Policy Project

The Policy Project has three components for a total of 50 points: the **Planning Document**, the **Policy Research Paper**, and the **Policy Advocacy Letter**. The intention of this policy project is to demonstrate how policy analysis and change happen.

a. Policy Project Component #1: Planning Document (10 points)

This assignment will assist you in identifying the social issue that you will use to develop your **Policy Research Paper** and **Policy Advocacy Letter**.

To prepare for this assignment:

- Review Module 4 in Canvas, as well as the topics presented in the textbook chapters 8 through 13.
- Pick one of the topics to prepare a **Policy Research Paper** on the issue. For example, you might choose an issue related to child welfare or aging or mental health.
- Research the social issue in the peer-reviewed literature, websites, and current news.

Then, in the **Planning Document**, you will outline your plan for your **Policy Project**, identifying and describing the following:

- Describe the policy issue and why you are selecting the issue.
- Identify and briefly describe a policy or law that impacts the issue.
- Identify at a minimum four sources of information (other than the course textbook and resources) related to the issue that you will use in developing the policy research component. Using APA 7th edition, cite the sources of the information you incorporate. Describe in a couple of sentences why you selected this source and how it informs the policy issue and or policy.
- Identify the policymaker you will be writing to in your **Policy Advocacy Letter**. Provide the policymaker’s name, title, and address. Explain why you are choosing this

person.

b. Policy Project Component #2: Policy Research Paper (30 points)

Write a three to five-page **Policy Research Paper** about the social issue and policy you selected. **Include information from four outside sources identified in your plan.** Cite all sources using APA style 7th edition. Your sources may be the same that you used in your Issue Identification assignment. Your **Policy Research Paper** will serve as the information from which you build your **Policy Advocacy Letter**.

Include the following information:

- Define the social issue that you have selected. Include historical background on the issue and data that highlight the key concerns related to the issue.
- Give a framework to the social context that led up to the need to create the legislation. What has led up to this point in this social issue?
- Give your rationale for selecting this issue. Explain what experiences you have had related to this social issue.
- Using your research, what have you found about this social issue? Use your researched information, data, and statistics. Keep in mind what information you would like to share with a policymaker.
- Identify and describe existing legislation and policy, if any, and how it was intended to impact the issue.
- Using the data you researched, what are the gaps and the areas that need focus to make improvements with this issue? For what changes would you advocate? Are there advocacy organizations that have recommended changes? If so, identify and describe those changes, including pending legislation and policy that are being developed and introduced, if any.
- Insert graphics, charts, etc. to illustrate and support your position on the social issue.
- Cite sources to show evidence of the research you conducted. Your reference list should consist of at least four sources in addition to the course materials and textbook. Use APA 7th edition.

Remember to:

- Clearly identify the issue in a way that the general public can understand.
- Avoid directly quoting (copying and pasting) from sources, including websites. Keep in mind that this **Policy Research Paper** must be your original work. **Policy Research Papers** that plagiarize other sources will receive an automatic failing grade. Your assignment submission will be run through Turnitin for plagiarism review.

c. Policy Project Component #3: Policy Advocacy Letter (10 points)

Refer to the content in the textbook on letter writing (see pages 399-400 in Chapter 14) for guidelines to help you write the letter.

Using the information you compiled in your **Policy Research Paper**, write an **original** policy advocacy letter to an elected official. **Include information from four other outside sources** (in addition to the course textbook and resources) and cite all sources using APA style. **You may not copy a letter template from an advocacy website.** Please be aware that you will submit

this assignment through a plagiarism tool that will produce an originality report.

You must choose to direct your letter to a current elected official, although you do not have to actually send the letter. Be sure to use the correct salutation for the elected official and include the correct mailing address or email address.

Identify in your letter why you chose to write this person. Examples of this are: "I am writing to you because as Governor of the state you are in a position to influence the development of public policy on _____" or "As a member of the State Legislature, you are in a position to vote on _____ and I am writing to encourage your support of this issue."

Grading Criteria

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. Grades in this course are not rounded up. The total points you receive will correspond to your final grade according to the following scale:

A =	180 – 200 points
B =	160 – 179.9 points
C =	140 - 159.9 points
D =	120 - 139.9 points
E =	119.9 points and below

XVI. Grading

Meaning of Grades (per SWK 312 policy)

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

A B grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

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

Discussion board postings, activities, and quizzes are to be completed by 11:59 pm on the due date. Be aware that Arizona and the Hopi Reservation within the borders of Arizona do not observe daylight saving; thus, the time difference between those not located in Arizona will change once throughout each year. Please note that the Navajo Reservation extending across Arizona, Utah, and

New Mexico does observe daylight saving. It is the responsibility of the student to be aware of the time difference between their current location and Arizona.

XVII. Course Policies (Instructor Specific)

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.

Communication

Response Time

The nature of an online course often produces an expectation of immediate email response. This is not a realistic expectation. 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 instructor strives 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 forum 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. **Emails should use the subject line SWU 332.** 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 or through a scheduled phone call or Zoom. Students wishing to schedule a time to meet with the instructor may email the instructor with a list of days and local times available.

Online Course

This is an online course. There are no face-to-face meetings.

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.**

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. 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

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 the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outline by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[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](#).

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.

Writing Center:

Writing support is available to undergraduate and 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>

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.

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create high-quality audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. While adhering to any policies on the use of GenAI in this course, students utilizing GenAI content in their assignments, including in their practicum placements, must provide clear and comprehensive descriptions of the GenAI used. Students utilizing GenAI techniques should be aware of potential ethical implications and must adhere to relevant ethical guidelines and ensure that their work respects privacy and confidentiality. If the scholarly work involves human subjects, appropriate informed consent procedures must be followed. Scholarly work must be the student's own, and not present others' ideas, data, words or other material without adequate citation, i.e., any use of GenAI must not breach [academic integrity](#) and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias in GenAI generated content; the use of person-first and bias-free language is critical. Review, fact-check, and edit material produced by GenAI. The student is ultimately accountable for all submitted work. If you're unsure about using GenAI, ask your instructor.

If you are in doubt as to whether you are using GenAI appropriately in this course, reach out to your instructor.

Please adhere to the following policy when using GenAI in this course:

- GenAI tools such as ChatGPT may be used in this course, provided that you cite when and how you use the tool. Examples of citing AI language models are available at the [ASU Library](#) (<https://libguides.asu.edu/c.php?g=1311696&p=9700102>).

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.


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.

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 taking quizzes, watching videos, or completing assignments, open the internet with a different browser such as Mozilla or Google Chrome.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Taking an online course is different from the traditional face-to-face course. While you may know that, it is important to keep some things in mind. The class moves at a consistent pace, which means you must keep up with it each week. Frequently check on the due dates, and use the chart at the end to help you plan accordingly. There is a great deal of individualized learning, but if you have questions, don't wait, email me right away for clarification. Keep up with the reading, much of the course is based on that content. For most of the semester that is one chapter per week, not an overwhelming amount. That is intentional – we want you to learn and really absorb the important content. You will learn the material best by staying on that pace and not falling behind.

Student Responsibilities

- Students are expected to log into the course regularly and be an active participant throughout the course. This includes engaging in the group discussions, utilizing and following the Q&A boards, reading feedback on their assignments, and reviewing all content in the weekly modules.
- Given the pluralistic nature of our society, some individuals' values and attitudes may be at odds with another individual's beliefs. Dialog about these differences can be informative and help each of us to clarify our thinking if the dialog is held in a respectful manner. Everyone should feel free to state their opinions in the course. While we welcome opposing viewpoints to be explored, members of the course need to be respectful of opinions that conflict with their own. Failure to remain respectful may result in your expulsion from the course. Specifically, judgmental or profane language, name-calling, and threats (direct or implied) are prohibited in any form of interaction with other members of the class or instructors.
- Students are expected to write assignments in their own words except where otherwise cited. All direct quotes must appear either in quotation marks or indented, and must include the source, year, and page number(s). Material taken from other authors that is paraphrased must also include source information. Noncompliance with these requirements constitutes plagiarism and is grounds for a failing grade and referral to standards.
- Papers are to be typed and double-spaced. All sources must be cited in accordance with the Publication Manual (7th ed.) of the American Psychological Association (APA). Writing quality (grammar, punctuation, spelling, organization, etc.) will affect the grade of each of the papers. Your written paper and assignments must be responsive to all points listed in the assignments (consult the grading rubric for a point-by-point breakdown) and show evidence of library and original research. Research support must come from peer-reviewed empirical articles or scholarly books (e.g., Wikipedia is NOT peer-reviewed). Assignments should meet the minimum standards for scholarly academic work with clear writing, appropriately edited, and well-integrated, with conclusions appropriately supported by secondary or original research evidence.

- Participation in this course must be consistent with the NASW Code of Ethics, including the principles of confidentiality.

Student Resources

My ASU Service Center:

<http://my.asu.edu/service> 1-855-278-5080

Undergraduate Academic Advising:

<http://asu.force.com/kb/articles/FAQ/How-do-I-schedule-an-appointment-with-an-undergraduate-academic-advisor/>

ASU Email Guide:

<http://asu.force.com/kb/articles/FAQ/ASU-Email-Guide/>

ASU Wireless Network:

https://asu.secure.force.com/kb/pkb_Home?q=wireless%20network&l=en_US

Succeed Online

<https://currentstudent.asuonline.asu.edu/>

Title IX

<http://sexualviolenceprevention.asu.edu>