



**Watts College of Public Service & Community Solutions
SCHOOL OF SOCIAL WORK**

**SWG 573 – Policies to Promote Health Aging
Spring 2025 Course Syllabus & Outline
January 13-May 2**

- I. **Name and Number of Course:** SWG 573 – Policies to Promote Healthy Aging
Instructor: Stacey Gandy, LCSW
Email: sgandy@asu.edu
Office Number: Collaboratory on Central, 102A
Office Hours: Via Zoom <https://asu.zoom.us/j/4575753178> on Thursdays, 10am-11am MST or by appointment- <https://calendly.com/sgandy/office-hours>
- II. **Program Level:** MSW – 500
- III. **Course Requirement**
Credit: Three (3) credit hours
- 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

This course covers social policies/programs that address financial, medical, and psychosocial needs of older adults in the U.S., and introduces theoretical models that shed light on factors influencing the age-based policy process.

VII. Course Enrollment Requirements

Prerequisite: None

Co-requisite: None

VIII. Course Overview

The United States is an aging society. In 2019, there were over 54 million adults aged 65 or older living in the U.S., accounting for 16% of the total population. Compared to a rate of 4.1% in 1900 and a projected rate of 21% by 2040, the U.S. faces unprecedented challenges associated with an aging society. Helping professionals such as physicians, nurses, social workers, and home health workers will encounter aging clients and issues related to aging in most settings. This course helps students understand the policy environment for the aging population in the U.S. It first introduces the policy process from a historical, sociological, political, and economic perspective and then examines specific social policies and programs that target the aging population in the U.S. Strengths and limitations of these aging policies/programs are discussed in terms of promoting healthy aging.

IX. Competencies/Learning Outcomes

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
Competency 1: <i>Demonstrate Ethical and Professional Behavior</i>	<ul style="list-style-type: none">Assess and address one's own attitudes and beliefs about aging and older adults, including an understanding of myths, stereotypes, values, and fearsUnderstand legal and ethical issues related to practice and research with older adults and their families.Apply ethical principles to decision on behalf of older clients with special attention to those with limited decisional capacity	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none">Module 1: IntroductionModule 2: Policy AnalysisModule 3: Diversity & IntersectionalityModule 4: HealthModule 5: FamilyModule 6: CommunityModule 7: Income PoliciesModule 8: Health PoliciesModule 9: Life Policies Assignments: <ul style="list-style-type: none">DiscussionsInterview & AnalysisAdvocacy ProjectPolicy Research Paper

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
Competency 2: <i>Advance Human Rights and Social, Racial, Economic, and Environmental Justice.</i>	<ul style="list-style-type: none"> • Understand social and economic justice issues that affect older adults, including social attitudes. • Advocate for elder rights and engage in practice that advance social justice. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> • Module 1: Introduction • Module 2: Policy Analysis • Module 3: Diversity & Intersectionality • Module 4: Health • Module 5: Family • Module 6: Community • Module 7: Income Policies • Module 8: Health Policies • Module 9: Life Policies Assignments: <ul style="list-style-type: none"> • Discussions • Interview & Analysis • Advocacy Project • Policy Research Paper
Competency 3: <i>Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice.</i>	<ul style="list-style-type: none"> • Identify the relationship between aging and culture, race, class, religious orientation, gender, ability, and sexual orientation, as it relates to policy and service delivery for older adults. • Recognize and communicate understanding of the importance of difference in shaping life experiences. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> • Module 1: Introduction • Module 2: Policy Analysis • Module 3: Diversity & Intersectionality • Module 4: Health • Module 5: Family • Module 6: Community • Module 7: Income Policies • Module 8: Health Policies • Module 9: Life Policies Assignments: <ul style="list-style-type: none"> • Discussions • Interview & Analysis • Advocacy Project • Policy Research Paper
Competency 5: <i>Engage in Policy Practice</i>	<ul style="list-style-type: none"> • Evaluate policy and service delivery along the continuum of care (in-home, community-based, outpatient, nursing facility, and hospital-based/inpatient). 	Knowledge Values Skills Cognitive and	Course Content: <ul style="list-style-type: none"> • Module 1: Introduction • Module 2: Policy Analysis • Module 3: Diversity & Intersectionality • Module 4: Health

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
	<ul style="list-style-type: none"> • Critique the service delivery system for older adults living in the southwest, including its resources and gaps, and articulate ways to improve services and reduce service gaps. 	Affective Processes	<ul style="list-style-type: none"> • Module 5: Family • Module 6: Community • Module 7: Income Policies • Module 8: Health Policies • Module 9: Life Policies Assignments: <ul style="list-style-type: none"> • Discussions • Interview & Analysis • Advocacy Project • Policy Research Paper
Competency 6: <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i>	<ul style="list-style-type: none"> • Demonstrate an understanding of the biological, psychological, social, and spiritual developmental challenges and hazards that accompany the life stage of late adulthood. • Identify intergenerational and caregiver strengths and needs related to the needs of older adults and their families. • Understand age-related international and domestic demographic trends. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> • Module 3: Diversity & Intersectionality • Module 4: Health • Module 5: Family • Module 6: Community • Module 7: Income Policies • Module 8: Health Policies • Module 9: Life Policies Assignments: <ul style="list-style-type: none"> • Interview & Analysis • Advocacy Project
Competency 7: <i>Assess Individuals, Families, Groups, Organizations, and Communities</i>	<ul style="list-style-type: none"> • Gain skills in conducting assessment, intervention, care plan development, care coordination, and evaluation to maximize the quality of life and independent functioning of older adults and their families. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> • Module 1: Introduction • Module 2: Policy Analysis • Module 3: Diversity & Intersectionality • Module 4: Health • Module 5: Family • Module 6: Community • Module 7: Income Policies • Module 8: Health Policies • Module 9: Life Policies • Module 10: International Perspective Assignments: <ul style="list-style-type: none"> • Discussions

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
			<ul style="list-style-type: none"> • Interview & Analysis • Advocacy Project • Policy Research Paper
Competency 8: <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i>	<ul style="list-style-type: none"> • Gain skills in conducting assessment, intervention, care plan development, care coordination, and evaluation to maximize the quality of life and independent functioning of older adults and their families. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> • Module 1: Introduction • Module 2: Policy Analysis • Module 3: Diversity & Intersectionality • Module 4: Health • Module 5: Family • Module 6: Community • Module 7: Income Policies • Module 8: Health Policies • Module 9: Life Policies • Module 10: International Perspectives Assignments: <ul style="list-style-type: none"> • Yellowdig Discussions • Interview & Analysis • Advocacy Project • Policy Research Paper
Competency 9: <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>	<ul style="list-style-type: none"> • Gain skills in conducting assessment, intervention, care plan development, care coordination, and evaluation to maximize the quality of life and independent functioning of older adults and their families. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> • Module 1: Introduction • Module 2: Policy Analysis • Module 3: Diversity & Intersectionality • Module 4: Health • Module 5: Family • Module 6: Community • Module 7: Income Policies • Module 8: Health Policies • Module 9: Life Policies • Module 10: International Perspectives Assignments: <ul style="list-style-type: none"> • Discussions • Interview & Analysis • Advocacy Project • Policy Research Paper

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
Competency 10: <i>Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and across the nation and apply that expertise across all practice levels and locations.</i>	<ul style="list-style-type: none"> Identify special considerations when working with individuals and families who are members of populations of the Southwest. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> Module 1: Introduction Module 2: Policy Analysis Module 3: Diversity & Intersectionality Module 4: Health Module 5: Family Module 6: Community Module 7: Income Policies Module 8: Health Policies Module 9: Life Policies Assignments: <ul style="list-style-type: none"> Discussions Interview & Analysis Advocacy Project Policy Research Paper

X. Course Units

1. Introduction to the policy landscape
2. Individual health in late life
3. Older adults in families and communities
4. Federal aging policies in the U.S.
5. International perspectives on aging policy

XI. Key Course Concepts

Advance directive Affordable Care Act Age discrimination in Employment Act (ADEA) Aging service network Area Agency on Aging Assisted living facilities Baby boomer generation Civil Rights Act of 1964 Community-based services Congress CLASS Act Congressional Budget Office Continuum of care Cost-of-living adjustments (COLA) Earned Income Tax Credit	End-of-life issues Entitlement programs Federal deficit Great Recession of 2008 Healthy Aging Home Health Care Human and animal interaction In-Home Services Individual Retirement Account (IRA) Intergenerational issues Life course Long-term care Means-testing programs	Medicare Catastrophic Coverage Act (MCCA) Power of attorney Nursing homes Older Americans Act Oldest old Pensions Safety net Social Security Supplemental Nutrition Assistance Program (SNAP)
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Elder abuse, neglect, & financial exploitation	Medicaid Medicare	Supplemental Security Income (SSI) Tea Party Movement
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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

Kusmal, N. (2022). *Aging and social policy in the United States*. Cognella.

The required material for this course 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 \$31.00, plus tax, will post to your student account under the header “Bkstr Publisher Negotiated Rate” 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 COURSE MATERIALS 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>

Additional Required Readings

Noted in Course Schedule and in Canvas

Additional Optional Readings

Noted in Course Schedule and in Canvas

XIV. Course Schedule - Plan of Instruction

Please note: All assignments are due at 11:59pm MST

ACTIVITIES/ASSIGNMENTS	DUE DATE
MODULES 0 & 1: Course Intro & Intro to Policy	Week 1
Readings: <ul style="list-style-type: none">Course Syllabus and Outline<i>Aging and Social Policy in the United States</i>, Chapters 1 & 3Administration on Aging, (2024). <i>2023 Profile of Older Americans</i>.	
Discussion - Module 1	1/19/25
MODULE 2: Policy Analysis	Week 2
Readings: <ul style="list-style-type: none"><i>Aging and Social Policy in the United States</i>, Chapter 2	

Discussion - Module 2	1/26/25
MODULE 3: Diversity & Intersectionality	Week 3
Readings: <ul style="list-style-type: none"> • <i>Aging and Social Policy in the United States</i>, Chapter 4 • Jones C. P. (2000). Levels of racism: A theoretic framework and a gardener's tale. <i>American journal of public health</i>, 90(8), 1212–1215. https://doi.org/10.2105/ajph.90.8.1212 	
Discussion - Module 3	2/2/25
MODULE 4: Health	Week 4
Readings: <ul style="list-style-type: none"> • <i>Aging and Social Policy in the United States</i>, Chapters 5 & 6 • Choose 2: • Travers, J. L., D'Arpino, S., Bradway, C., Kim, S. J., & Naylor, M. D. (2022). Minority older adults' Access to and use of programs of all-inclusive care for the elderly. <i>Journal of Aging & Social Policy</i>, 34(6), 976-1002. https://doi.org/10.1080/08959420.2021.2024411 • Jutkowitz, E., Mitchell, L. L., Bardenheier, B. H., & Gaugler, J. E. (2022). Profiles of caregiving arrangements of community-dwelling people living with probable dementia. <i>Journal of Aging & Social Policy</i>, 34(6), 860-875. https://doi.org/10.1080/08959420.2021.1927613 • Quinn, C., Hart, N., Henderson, C., Litherland, R., Pickett, J., & Clare, L. (2022). Developing supportive local communities: Perspectives from people with dementia and caregivers participating in the IDEAL programme. <i>Journal of Aging & Social Policy</i>, 34(6), 839-850. https://doi.org/10.1080/08959420.2021.1973341 	
Discussion Module 4	2/9/25
MODULE 5: Family	Week 5
Readings: <ul style="list-style-type: none"> • <i>Aging and Social Policy in the United States</i>, Chapters 7 & 8 • https://generations.asaging.org/growing-pressures-face-unpaid-family-caregivers • https://generations.asaging.org/grandparent-caregivers-changing-unique-needs • This is an article about a local recent change in policy regarding accessible dwelling units (ADUs). What impact could this have on families and caregiving? Who does it include? Who does it exclude? https://www.azcentral.com/story/news/local/phoenix/2023/09/0 	

6/phoenix-legalizes-casitas-to-combat-affordable-housing-crisis-faqs/70778248007/.	
Assignment Interview & Analysis Discussion Module 5	2/16/25 2/16/25
MODULE 6: Community	Week 6
Reading: <ul style="list-style-type: none"> • <i>Aging and Social Policy in the United States</i>, Chapter 9 • https://odphp.health.gov/healthypeople/objectives-and-data/browse-objectives/neighborhood-and-built-environment 	
Discussion Module 6	2/23/25
MODULE 7: Income Policies	Weeks 7 & 8
Readings: <ul style="list-style-type: none"> • <i>Aging and Social Policy in the United States</i>, Chapter 10 • Kenny, R. & Boyens, C. (2023). Three ways Social Security could become more equitable and sustainable. Urban Institute. https://www.urban.org/urban-wire/three-ways-social-security-could-become-more-equitable-and-sustainable. • Veghte, B. W., Schruer, E., & Waid, M. (2016). Social Security and the racial gap in retirement wealth. National Academy of Social Insurance. • Enda, G. & Gale, W. G. (2020). How does gender equality affect women in retirement? Brookings. https://www.brookings.edu/articles/how-does-gender-equality-affect-women-in-retirement. • Salmon, J. (2022). Social Security expands survivor benefits eligibility for same-sex partners. AARP. https://www.aarp.org/retirement/social-security/info-2022/survivors-benefits-lgbtq-expansion.html. • National Council on Aging (2024). 7 facts about older adults and SNAP. https://www.ncoa.org/article/7-facts-about-older-adults-and-snap. • Becker T. & Fisk, S. T. (Eds.). (2022). <i>Public policy</i>, from chapter 8. Understanding the Aging Workforce: Defining a Research Agenda. National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education. 	
Discussion Module 7	3/8/25
MODULE 8: Health Policies	Weeks 9 & 10
Readings: <ul style="list-style-type: none"> • <i>Aging and Social Policy in the United States</i>, Chapter 11 	

<ul style="list-style-type: none"> • Fulmer, T., Reuben, D. B., Auerbach, J., Flick, D. M., Gambos, C., Johnson, K. S. (2021). Actualizing better health and health care for older adults. <i>Health Affairs</i>, 40(2), 219-115. doi:10.1377/hlthaff.2020.01470 • Marcus, J. (n.d.). Is Adult Day Care Right for Your Loved One? AARP. https://www.aarp.org/caregiving/basics/info-2023/adult-day-care-alzheimers-dementia.htmlLinks to an external site. • Whitelaw, S., Bell, A., & Clark, D. (2022). The expression of 'policy' in palliative care: A critical review. <i>Health Policy</i>, 126, 889-898. • Life Care Planning for Arizona 	
Assignment Advocacy Project Discussion Module 8	3/30/25 3/30/25
MODULE 9: Life Policies	Weeks 11 & 12
Reading: <ul style="list-style-type: none"> • <i>Aging and Social Policy in the United States</i>, Chapter 12 • Lau, M. H. M. (2023). Residential age segregation: Evidence from a rapidly ageing Asian city. <i>Journal of Population Ageing</i>, 1-21. doi: 10.1007/s12062-023-09416-7. • Division of Aging and Adult Services. (2022). Arizona State Plan on Aging. Arizona Department of Economic Security. • Administration for Community Living (2023). Older Americans Act. https://acl.gov/about-acl/authorizing-statutes/older-americans-act. • Diverse Elder Coalition. (2109). The Older Americans Act and diverse elders: New solutions for critical constituencies. https://diverseelders.org/resource/the-older-americans-act-and-diverse-elders-new-solutions-for-critical-constituencies/ 	
Discussion Module 9	4/13/25
MODULE 10: International Perspective	Weeks 13 & 14
Reading: <ul style="list-style-type: none"> • <i>Aging and Social Policy in the United States</i>, Chapters 13, 14, 15 • Goldman, D. P., Chen, C., & Zissimopoulos, J. (2018). Measuring how countries adapt to societal agingLinks to an external site.. <i>PNAS</i>, 115 (3) 435-437. https://doi.org/10.1073/pnas.1720899115. • Formosa, M., & Shankardass, M. K.(Eds.) (2023). The United Nations Madrid International Plan of Action on Ageing: Global Perspectives. Milton: Rutledge. **You will need to be signed into and using your ASU account to access this book through the link above. If that doesn't work you can access the book in the ASU online library. Reach chapter 3 on the Madrid International Plan of Action on Ageing and then choose one other chapter to read regarding how that country/countries are addressing aging. • 	-

Assignment Policy Research Paper Discussion Module 10	4/27/25 4/27/25
Module 11: Wrap Up	Week 15
Reading: <ul style="list-style-type: none"> • Linton, K. L., Rueda, H. A., & Williams, L. R. (2017). <i>Disability, intimacy, and sexual health: A social work perspective</i>. NASW Press. ○ Chapters 6-8 • In addition to the reading above, choose 2 from the selections below. ○ UCLA School of Public Affairs. (n.d.). What is critical race theory? Retrieved from https://spacrs.wordpress.com/what-is-critical-race-theory/Links to an external site. ○ Kolivoski, K.M., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. <i>Families in Society: The Journal of Contemporary Social Services</i>, 94(5), 269-276. ○ Lechuga-Peña, S. & Lechuga, C. E. (2018). Xicanisma/o and education: Counter storytelling and narratives to inform Latina/o Student Success. <i>Affilia: Journal of Women and Social Work</i>, 33(3), 300-316. ○ Annamma, S.A. , Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. <i>Race, Ethnicity, and Education</i>, 16:1, 1-31, DOI: 10.1080/13613324.2012.730511. ○ Bolin, B., Grineski, S., & Collins, T. (2005). The geography of despair: Environmental racism and the making of South Phoenix, Arizona, USA. <i>Human Ecology Review</i>, 12(2), 156-168. 	
Last Day of Class 5/2/25	

XV. Assignments and Evaluative Procedures

Your grades are based on completion of assignments, activities, and course participation. Review individual assignments for grading criteria.

Assignments

Additional information regarding assignments can be found under Assignments in Canvas.

Assignment 1: Discussions– (2 points each, 20 points total)

Learning occurs collectively; we do this in class via active thoughtful discussion, using critical thinking while reading, and writing in response to what you read and experienced. Your thoughtful contributions to discussion posts and other assignments will be required throughout the term. During the semester, we share the responsibility for maintaining a positive environment for sharing and exploring our values and beliefs, free of the judgments of others. Responses need to demonstrate thoughtfulness and critical thinking in order to earn points.

Assignment 2: Interview and Analysis 20 points

This assignment involves each student doing an interview of an older adult. This person has to be over 65 older and differ from the student on at least one of the following characteristics: gender, ethnicity/race, country of origin and religion. Students need to ask the older adult about what the biggest challenges to aging are, what he or she perceives public programs/policies can do to

ensure healthy aging for the general elder population, and what are the specific service needs of this person. In relation to the aging policies/programs covered in this course, the student needs to discuss what service programs are in place can benefit the older adult and what policy/program changes need to be made to better serve the person's unmet needs.

Assignment 3: Advocacy Project 20 points

Each student will choose a cause or issue related to aging that you want to advocate for. This is an opportunity for you to "take action". Some ways to advocate might include speaking at a town hall meeting, contacting your legislator, participating in a rally to educate policymakers about a social issue, or preparing a legislative packet. Your advocacy work can be geared toward a federal, state or local issue. You can refer to the National Council on Aging website to identify an aging cause and learn about necessary advocacy skills (<http://www.ncoa.org/public-policy-action/advocacy-toolkit/>).

Submit documentation of your advocacy effort (e.g., an issued certificate of attendance, pictures taken at the event) as well as a two-page reflection paper discussing why this project was important, why your participation in this effort was significant, and what you have learned from participating in this project. Or students can choose to video tape their advocacy efforts and their self-reflective thoughts, and upload them to www.youtube.com. The video clip needs to be at least 10 minutes long. Those who upload their video clips need to send the instructor a link.

Assignment 4: Research Paper and Resource Sheet 40 points

Each student will research a topic of interest related to social policy and aging. You are recommended to partner with another student that shares similar interests to write the policy paper together. It is up to you to write an individual paper or a group paper.

You should select a public policy or program in which you have a particular interest and that affects older people. Examples are Medicare, the Long-term care (CLASS Act) features of the Affordable Care Act, Elder Justice Act, the Medicare Advantage Program, Program of All-inclusive Care for the Elderly (PACE), homelessness and the elderly, respite care for family caregivers, and state and federal policies that impact lesbian, gay, bisexual and transgender (LGBT) older adults, Older Americans Act, and plans for deficit reduction and attempts to balance the federal budget, including the implications for Social Security programs.

Specific details about the research paper are provided online under the Assignments tab on Canvas. Papers will be submitted electronically, and are required to adhere to APA (7th edition) formatting requirements. Grading criteria will include content, writing style, APA format, writing quality (grammar, punctuation, spelling, organization, etc.), and timeliness of submission. Additional instructions are provided under the Assignments tab on Canvas.

Summary of Graded Assignments

Assignment	Due Date	Points
Discussions (2 points each x 10 discussions)	Ongoing	20
Interview and Analysis	2/16/25	20
Advocacy Project	3/30/25	20
Policy Research Paper	4/27/25	40
Total		100

Late Assignment Policy

It is important to complete each assignment in order before moving on to the next one, as each assignment builds upon the previous one. Assignment due dates and times are listed on the Course Outline and in canvas.

Instructors will provide reasonable flexibility for students. If at any time you need an extension on an assignment, **communicate** this with your instructor. No documentation - medical or otherwise - needs to be shared with your teacher. As professional social workers, we trust you to make decisions that are best for you and your health.

Some examples of reasonable flexibility include: a request for a 3-7 day extension on an assignment, an alternative assignment that meets the same objectives, or a request for additional office hours to talk through concepts. Some examples of requests that are not feasible include: not submitting any work, asking to submit all assignments in the last few weeks of class, or disregarding the objectives of the course. It is best to complete assignments in order to maintain the integrity of the curriculum.

Incomplete Grades

It is essential to discuss any change in your academic plan, including a potential grade of Incomplete (I), with your Academic Advisor. The grade of Incomplete can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final paper) because of illness or other conditions beyond the student's control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The student has one calendar year from the date the Incomplete is recorded (or less if indicated by the instructor) to complete the course. If work is not completed within the stated time frame, the grade will become an "E". Requests for a grade of Incomplete must be discussed with and approved by the instructor. A completed "Request for Grade of Incomplete" form must be provided to the instructor no later than the scheduled Reading Day for the semester.

XVI. Grading Grade Scale

This course does not use a +/- grading system. Rather, final letter grades will be award as defined in the table below:

Grade	Percentage	Points Range
A	90.00% – 100.00%	90-100
B	80.00% – 89.99%	80-89
C	70.00% – 79.99%	70-79
D	60.00% – 69.99%	60-69
E	Below 60%	59 and below

An “A” grade at the graduate 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 graduate 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 graduate 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 graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

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.

Instructor Responsibilities

It is the responsibility of the instructor to:

- Be well prepared.
- Be available to students as needed for assistance during office hours or scheduled appointments to discuss course materials or answer any questions regarding the course. The Instructor will respond within two (2) working days to email messages unless otherwise indicated.
- Provide constructive feedback on class assignments.
- Provide a learning environment to stimulate discussion of course materials and class interaction that is safe to assist knowledge acquisition, skill practice/building, and critical thinking.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

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.

Following the guidance below, AI programs may be used as a tool in this class:

- You must cite all the content that is produced by AI. See the two types of APA formatted citations below using OpenAI as an example.
 - *Parenthetical citation*: (OpenAI, 2023)
 - *Narrative citation*: OpenAI (2023)
- You must include a reference for each of the AI programs used. Here is the APA version of a reference for OpenAI as an example.

Reference

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].
<https://chat.openai.com/chat>

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

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.

Strategies for Excelling in This Course

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 syllabus to help you plan accordingly.
- ✓ Focus on the early weeks, if you do well on those assignments, you will have points to spare later in the semester. There is a great deal of individualized learning, but if you have questions, don't wait, email the instructor for clarification.
- ✓ Keep up with the reading, much of the course is based on that content. For most of the semester the reading is one chapter per week. 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.

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.

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. For 7.5-week classes, the workload doubles to 18 hours per week engaging in online activities, reading, doing other 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.

Writing Quality

Because this is an online course, our primary mode of communication is through the written word. 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 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>

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA) 7th Edition. Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook: A Uniform System of Citation* in all papers.

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. 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. 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.

Pacing

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can review content, read ahead, and complete assignments ahead of schedule, you may miss valuable feedback from earlier assignments.

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, announcements, and the course site often.