Syllabus

School of Human Sciences
HDFS 5333.501 Family and Public Policy
Fall 2023

Instructor: Jennifer Cantu, Ph.D., CFLE
Office: Remote
Office Phone: (936) 468-4502 (main office)
Mail: Only through D2L Mail
Virtual Student Hours: Mondays 1-3pm, Tuesdays 11am-1pm, Thursdays 1-2pm

Course Time and Location: Online
Credits: 3

I. Course Description:
This course will explore the reciprocal connections between family functioning and public and private policies in this country and across the globe. Students will explore in what ways families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being. The course will include theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

Course Justification: (3 credits). “Family and Public Policy” Students will receive extensive course content information either in-class or via online content modules equivalent to 2400 minutes over the academic term and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

Prerequisite: None

Late Assignment Statement: Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Artificial Intelligence (AI) Statement: The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class is strictly prohibited.
This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work in this course must be your own or created in group work, where allowed. You may use such spellcheck and grammar checking software such as tools in Microsoft word and Grammarly.

**Self-care Statement:** As family science professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

**II. Intended Learning Outcomes/Goals/Objectives:**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

**Program Learning Outcomes**

- Learners will communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
- Learners will synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
- Learners will conduct research and apply theories of human sciences or analyze and synthesize research from the field of human sciences.

**Student Learning Outcomes:**

- Critically examine theoretical orientations for conceptualizing family policy and for connecting research and policymaking.
- Gain an understanding of how policy is influenced by demographic changes, values, attitudes, and perceptions of the well-being of children and families.
- Apply the family impact lens to policy analysis by assessing current policy issues in terms of their sensitivity to and supportiveness of diverse contemporary families.
- Explore the roles professionals can play in conducting family policy research, and in formulating and implementing policies that strengthen and support families across the life cycle.
- Examine how these roles can be implemented using an educational or advocacy approach.
• Think critically and learn communication skills for developing and expressing clear logical arguments for policymakers, professionals, and the public.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. HMS 5333 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual's name or click on class instructor's name or all instructors to send mail.

2. Course content is delivered via through modules and online content discussions, assigned textbook readings, assignments and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments.

3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course. There are tentatively 310 required points for the course.

Course Points:

Course Content Assignments-(6x10 points) 60 points. Student complete 6 assignments (discussions and Dropbox assignments) related to course content including how social issues impact society and being able to see a how policy is maintained through dynamic conflicts between disparate points.

Broke in America Assignments- (100 points total). Students will complete two discussions worth 25 points each (50 points total) related to their thoughts on book content. These thoughts should be supported reputable outside sources including websites or journal articles. At the end of the semester students will write a five-page reflection paper based on the book worth 50 points. Students will answer three of the ten questions provided as well as address their own personal skills to engage in advocacy.

Policy Brief Annotated Bibliography-50 points. Students will choose five (5) articles they could possibly use as references in their family policy brief. Students will provide an APA reference as well as an annotation about the article. Annotations can include a brief summary, strengths and weaknesses, evaluation of methodology, and personal conclusions about the source.

Family Policy Brief-100 points. Student will pick an area of interest related to children and/or families and write a policy brief designed to help inform decisions that affect families at the federal, state and local levels. The purpose of this brief is to educate
policymakers and others who have an investment in families. This policy brief should be based on high-quality research, non-partisan, and objective. Your brief must be at least 6 pages and should include:

- **Title:** engaging and brief, this title should capture the reader’s attention and entice them to read the rest of the brief.
- **An Abstract:** in a brief manner (100 words) provide the aim, problem, summary of research, policy implications, and recommendations.
- **Body of the Brief**
  - **Aim:** The purpose of the brief. This should be only 1-2 sentences and included in the first paragraph.
  - **Problem:** Describe the topic’s context, causes, and magnitude of the problem, and the topic’s importance to the reader. Convince the reader that change is needed. Include only the relevant facts a reader would need to know. The reader should understand the aim, problem, and what will be learned in the first paragraph.
  - **Research findings:** synthesize current (within the past 10 years), high-quality, objective research without partisan views. You should be educational and informative, and from a family perspective. You should be sure your research is easy to understand since the person reading it will not be an expert. Provide brief information regarding generalizability of findings (e.g. study population). Providing technical research methodology and statistical analysis isn’t necessary. If you are analyzing the impact policies or policy options have on families use the Family Impact Checklist.
  - **Policy implications (recommendations):** provide policy implications, that logically flow from previously stated research in bulleted format. All implications must be concrete, specific, and could include who would implement suggestions. Ensure implications are audience appropriate.
  - **References:** Include all references at the end of the brief in APA format.

V. Tentative Course Outline/Calendar:

**Course Due Dates are in Central Time.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started Module</td>
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<td>Oct 23-29</td>
<td>Chapter 1 and 2 Module Content</td>
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<td>Chapter 1: Process Model for Social Policy in CFD</td>
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<td>Chapter 2: The Social Policy Process</td>
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<td>Broke in America: Part I Basic Needs</td>
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<td>Systemic/Dialectical Thinking Discussion</td>
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<td>due Sunday 10/29 at 11:59pm</td>
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<td>Week 2</td>
<td>Chapter 3 and 4 Module Content</td>
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<td>Oct 30-Nov 5</td>
<td>Chapter 3: Social Policy and Children</td>
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<td>Chapter 4: Controversial Issues</td>
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<td>Broke in America: Part I Basic Needs</td>
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<td>Long-term Psychiatric Drug-Use Debate</td>
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<td>due Sunday 11/5 at 11:59pm</td>
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<td>Week 3</td>
<td>Chapter 5 and 6 Module Content</td>
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| Nov 6-12 | Chapter 5: Social Policy and Poverty  
Chapter 6: Social Policy and Education  
Broke in America: Part I Basic Needs  
**Minimum Wage and Poverty Discussion**  
*due Sunday 11/12 at 11:59pm*  
Broke in America: Part 1 Basic Needs  
**Discussion due Sunday 11/12 at 11:59pm** |
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| Week 4 | **Chapter 7: Social Policy and Family Development**  
Chapter 8: Social Policy and Child Abuse  
Module 7 and 8 Content  
Broke in America: Part II Forms of Oppression  
**Effective Methods of Parental Discipline**  
*due Sunday 11/19 at 11:59pm*  
Policy Brief Annotated Bibliography  
*due Sunday 11/19 at 11:59pm* |
| Nov 13-19 | **Week 4**  
Nov 13-19  
**Chapter 7: Social Policy and Family Development**  
Chapter 8: Social Policy and Child Abuse  
Module 7 and 8 Content  
Broke in America: Part II Forms of Oppression  
**Effective Methods of Parental Discipline**  
*due Sunday 11/19 at 11:59pm*  
Policy Brief Annotated Bibliography  
*due Sunday 11/19 at 11:59pm* |
| Nov 20-26 | **THANKSGIVING BREAK** |
| Week 5 | **Chapter 9: Social Policy and Domestic Violence**  
Chapter 10: Social Policy and Technology  
Module 9 and 10 Content  
Broke in America: Part II Forms of Oppression  
**Adolescents and Video Games**  
**Discussion due Sunday 12/3 at 11:59pm**  
Broke in America: Park 2 Forms of Oppression  
**Discussion due Sunday 12/3 at 11:59pm** |
| Nov 27-Dec 3 | **Week 5**  
Nov 27-Dec 3  
**Chapter 9: Social Policy and Domestic Violence**  
Chapter 10: Social Policy and Technology  
Module 9 and 10 Content  
Broke in America: Part II Forms of Oppression  
**Adolescents and Video Games**  
**Discussion due Sunday 12/3 at 11:59pm**  
Broke in America: Park 2 Forms of Oppression  
**Discussion due Sunday 12/3 at 11:59pm** |
| Week 6 | **Chapter 11: Social Policy and Ethnicity**  
Chapter 12: The Future of Social Policy  
Module 11 and 12 Content  
Broke in America: Part III Solutions  
**Indigenous Peoples Policy Brief**  
**Review due Sunday 12/10 at 11:59pm** |
| Dec 4-10 | **Week 6**  
Dec 4-10  
**Chapter 11: Social Policy and Ethnicity**  
Chapter 12: The Future of Social Policy  
Module 11 and 12 Content  
Broke in America: Part III Solutions  
**Indigenous Peoples Policy Brief**  
**Review due Sunday 12/10 at 11:59pm** |
| Week 7 | **Chapter 11: Social Policy and Ethnicity**  
Chapter 12: The Future of Social Policy  
Module 11 and 12 Content  
Broke in America: Part III Solutions  
**Family Policy Brief**  
**CLOSES Friday 12/15 at 11:59pm**  
Broke in America Reflection Paper  
**CLOSES Friday 12/15 at 11:59pm** |
| Dec 11-15 | **Week 7**  
Dec 11-15  
**Chapter 11: Social Policy and Ethnicity**  
Chapter 12: The Future of Social Policy  
Module 11 and 12 Content  
Broke in America: Part III Solutions  
**Family Policy Brief**  
**CLOSES Friday 12/15 at 11:59pm**  
Broke in America Reflection Paper  
**CLOSES Friday 12/15 at 11:59pm** |

**VI. Readings:**


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other SFA Policy Information

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp

Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 988
Crisis Text Line: Text HELLO to 741-741