



**SOWK 4334 – Generalist Crisis Intervention  
Spring 2024**

**Instructor:** Dr. Sarah B. Williams

**Section # and CRN:** 25572

**Office Location:** W.R.

Banks Suite# 231

**Office Phone:** 936-261-1670

**Email Address:**

[sbwilliams@pvamu.edu](mailto:sbwilliams@pvamu.edu)

**Office Hours:** By  
Appointment

**Mode of Instruction:** FACE TO FACE

**Course Location:** MT Harrington Science Bldg 312

**Class Days & Times:** TR - 12:30 pm - 1:50 pm

**Catalog Description:** SOWK 4334: Generalist Crisis Intervention

**Prerequisites:** None

**Co-requisites:** None

**Recommended Text(s):** Kanel, K.. (2018). A Guide to Crisis  
Intervention (6th Ed), Boston, MA. Cengage  
Learning. ISBN: 978-1-337-56641-4

**Student Learning Outcomes:**

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Program Learning Outcome # Alignment</b>	<b>Core Curriculum Outcome Alignment</b>
<b>1</b>	Apply critical thinking skills within the context of professional social work practice.	<b>B2.0.2; B2.0.3; B2.0.6; B2.0.7</b>	
<b>2</b>	Identify the value base of the profession and its ethical standards, principles, and practices accordingly.	<b>B2.0.1</b>	
<b>3</b>	Apply knowledge of the processes of prejudice, oppression and discrimination, skills and strategies and social change that advance social and economic justice.	<b>B2.0.3</b>	

4	Use of values, knowledge, and skills of generalist social work practice when working with clients of diverse race/ethnicity, gender (including transgender), social class, age marital status, religious beliefs and sexual orientation.	<b>B2.0.2; B.2.0.6; B2.0.7; B2.0.8; B2.0.9.</b>	
5	Apply the knowledge and skills of generalist social work perspectives to practice with individuals, families, groups, organizations and communities.	<b>B2.0.6; B2.0.7; B2.0.8; B2.0.9</b>	
6	Apply knowledge of Human Behavior and Social Environment across the life span.	<b>B2.0.6; B2.0.7; B2.0.8</b>	
7	Analyze existing social policies, and create and advocate for client populations and/or service delivery.	<b>B2.0.1; B2.0.6; B2.0.7; B2.0.8;</b>	

**The goal of this course is to:**

1. Examine the theory and methods of crisis intervention.
2. Become acquainted with various contemporary techniques of intervention and resolutions.
3. Explore assessment techniques used in general crisis intervention processes.
4. Examine characteristics of crisis situations, the different crisis domains, and the variety of models of crisis interventions.
5. Become familiar with basis intervention skills, including listening, acting, and assessment.

**Major Course Requirements**

**Method of Determining Final Course Grade**

Course Grade Requirement [Name each major requirement]	Value	Total
1) Exam #1	200 Points	20%
2) Exam #2	200 Points	20%
3) Exam #3	200 Points	20%
4) Experiential Learning Paper	200 Points	20%
5) Group Project	100 Points	10%
7) Attendance	100 Points	10%
<b>Total:</b>	<b>1000 Points</b>	<b>100%</b>

**Grading Criteria and Conversion:**

- A = 90 - 100
- B = 80 – 89
- C = 70 - 79
- D = 60 - 69
- F = Below 60

**Detailed Description of Major Assignments:** [Describe each assignment valued at 10% of grade or more]

Assignment Title or Grade Requirement	Description
--	-------------

Examinations	There will be <b>THREE</b> examinations which will include materials covered from textbook, lectures, and readings. Examinations are multiple choice questions and/or short answer questions. <b>Canvas/Scranton</b>
<b>Case Assessment And Intervention Planning</b>	<p>Students will complete a case report. Utilizing your foundational understanding of crisis work (primarily chapters 1-11) for this assignment, you are being asked to perform a case assessment on a clinical scenario. The clinical scenario will be derived from a film of your choice focusing on a crisis (or crises).</p> <p>Drawing on the theoretical and research literature, develop and propose an intervention designed to address the particular crisis exemplified in the case provided by your instructor. Your assessment will ideally provide the rationale for your proposed intervention, discuss crisis theory, assessment tools or skills you that are integral to your proposed intervention, and clinical research literature. <b>Use References in the course textbook and additional 3 Scholarly Journals in the body of your paper.</b> Prepare and Reference List of the sources you have used. Write a 3-page review. (15 Points)</p>
	Written assignments are due at the beginning of class on due dates. <b>Late assignments</b> will be penalized three (3) points per calendar day (including weekends) that they are late, and include 3 points for assignments that are completed after class begins. All written assignments must be typed, using the APA writing format, unless otherwise directed by instructor. <b>Submit in Canvas.</b>
<b>Class Project</b>	Each student will be assigned to a group for the purpose of presenting a crisis case study. Presentations should be relevant, interesting, and convey useful information. Presentations should last approximately 35 minutes; to give times for questions and answers.

### Student Learning Outcomes

The goal of this course is to...

1. Utilize a liberal arts perspective and professional foundation that prepares students for direct services with client systems of various sizes and types in order for students to understand the social contexts of social work practice, the behavior of organizations, and the dynamics of change.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
3. Prepare students for professional entry-level generalist social work practice with diverse populations in rural and urban settings at micro, mezzo, and macro levels of practice; based on knowledge, values, ethics, and skills of social work built to a liberal arts perspective and reinforced through classroom and field experiences.
4. Prepare students for a professional generalist social work career as well as graduate social work education and importance of ongoing professional growth and development for both students and faculty.

## CSWE Accrediting Body Learning Objectives

### Demonstrate Ethical and Professional Behavior

1. Engage Diversity and Difference in Practice
2. Advance Human Rights and Social, Economic, and Environmental Justice
3. Engage in Practice-informed Research and Research-informed Practice
4. Engage in Policy Practice
5. Engage with Individuals, Families, Groups, Organizations, and Communities
6. Assess Individuals, Families, Groups, Organizations, and Communities
7. Intervene with Individuals, Families, Groups, Organizations, and Communities
8. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## Course Procedures or Additional Instructor Policies

### Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

This course is conducted through a variety of teaching methods including lecture, class discussions and small group exercises. Classroom sessions are conducted in an interactive lecture form. This professor presents the course materials in a straightforward and factual format, and uses a "hear it, see it, read it, write it" teaching methodology that has been scientifically proven to make it easier for student learners to understand and retain the information presented. In addition, technology infusion is used and includes audio-visual materials, power point and other computer applications. Students are required to be active in the learning process through class participation, asking questions, and contributing comments for discussions. Each student is expected to read all assigned material prior to class and fully participate in class discussions and activities.

### Class Attendance

The attendance policy printed in the Prairie View A&M University Undergraduate Catalogue will be followed. When a student is unable to attend class, it is the student's responsibility to inform the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class; either through a sign-in form or a roll call and students not present at that time will be marked absent. Students who come in late are required to inform the Instructor, immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission. It is a violation of dishonesty for any student to sign-in another student in the attendance form.

Class attendance is mandated for all Prairie View A&M University students. Students are responsible for attending classes on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Prairie View A&M University Undergraduate Catalog and shall be enforced. Excessive absences will result in lowered grades. **Excessive absenteeism, whether excused or unexcused, may result in a course grade being reduced or an assignment grade of "F".**

### Formatting Documents:

**Microsoft Word** is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, RichText, or plain text format.

### Exam Policy

Exams should be taken as scheduled. **No makeup examinations will be allowed except under documented emergencies** (See Student Handbook).

### Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Class Attendance** The attendance policy printed in the Prairie View A&M University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Prairie View A&M University students. Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Prairie View A&M University Undergraduate Catalogue and shall be enforced. Excessive absences will result in lowered grades. Student who miss more than two weeks, may be required to produce a doctor's note to the Division of Student Affairs, Dean of Students. Excessive absenteeism, whether excused or unexcused, may result in a course grade being reduced or an assignment grade of

"F". A student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed
3	3
2	2
1	1

Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.

After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences

Number Greater Than Excused Absences	Points Earned
1	4

<b>2</b>	<b>3</b>
<b>3</b>	<b>2</b>
<b>4</b>	<b>1</b>
<b>5 or more</b>	<b>0</b>

**Class Participation:** Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures.

**Being Late** – Being 10 or more minutes late twice during the semester will result in the student being counted as missing class. The points listed above will apply.

**Technology Devices** – Your cell phone must be in your bag during class.

Grades of (C) signify work that is marginal in nature. That is, the scholarly products or professional performances meet many but not all of the expected criteria. Grades of (D) reflect work that is unsatisfactory. That is, the products or performances do not meet several, many, or most of the criteria. It means, also, that the work fails to approach the standards of quality, expected of a future BSW-level professional.

### Semester Calendar

**Week 1 [Aug 23 – Aug 29]**

The chapter will explore how a crisis state is formed and the factors that make up a crisis state. How to increase functionality will be discussed. History of crisis intervention will be examined.

Chapter 1:

**An Overview of Crisis Intervention**

Assignment(s)

**Access Mind Tap.** Read the chapter, watch video, take the quiz, study Case study for the chapter.

**Week 2 [Aug 30 –Sept. 5]**

The chapter will examine various ethical responsibilities guiding social workers.

Chapter 2:

**Ethical and Professional Issues**

Assignment (s):

**Access Mind Tap.** Read the chapter, watch video, take the quiz, study Case study for the chapter.

**Week 3 [Sept 7–Sept 12]**

Application of ABC Model of Crisis Intervention, a method of conducting very brief mental health interviews with clients whose function level has decreased following a psychosocial stressor is examined.

Chapter 3:

**The ABC Model of Crisis Intervention**

Assignment (s):	<b>Access Mind Tap.</b> Read the chapter, watch video, take the quiz, study Case study for the chapter. <b>Class Role Play of case study.</b>
<b>Week 4 [Sept 13–Sept 19]</b>	Social Workers are exposed to the responsibility of protecting the client and the society from harm that can be perpetrated by an individual with mental health disorders. ,
Chapter 4:	<b>Title: Intervening with Crisis Related to Danger to Self, Others, or Being Gravely Disabled.</b>
Assignment (s):	<b>Access Mind Tap.</b> Read the chapter, watch video, take the quiz, study Case study for the chapter. <b>Role play case Study</b>
<b>Week 5 [Sept 20 – Sept 26]</b>	Erik Erikson talked about various developmental crisis during different stages of development in areas of role understanding and role changes required for each stage. Because of the involvement of the family in the completion of a role change, these crises can take years to complete in a dysfunctional family structure.
Chapter 5:	<b>Developmental and Cultural Crisis.</b>
Assignment (s):	<b>Access Mind Tap.</b> Read the chapter, watch video, take the quiz, study Case study for the chapter. <b>Role play case Study. Exam #1: Sept. 24 (Chapters 1-4)</b>
<b>Week 6 [Sept 27 – Oct 3]</b>	
Chapter 6:	<b>Title: Crises of Loss: Death, Relationship Breakups, and Economic Loss</b>
Assignment (s):	<b>Access Mind Tap.</b> Read the chapter, watch video, take the quiz, study Case study for the chapter. <b>Role play case Study.</b>
<b>Week 7 [Oct 4 – Oct 10]</b>	Understand the DSM 5 definition of PTSD and Acute Stress disorder and how to educate a client about the symptoms. The chapter expose students to traumas surrounding community disasters such as Natural disasters, Terrorism, Man-Made Disasters, and Campus lockdown.
Chapter7:	<b>Title: Community disaster, Trauma, and Posttraumatic Stress Disorder</b>
Assignment (s):	<b>Access Mind Tap.</b> Read the chapter, watch video, take the quiz, study Case study for the chapter. <b>Role play case Study.</b>
<b>Week 8 [Oct 11 – Oct 17]</b> <b>(Mid Semester Exam Oct. 14 – Oct. 16)</b>	The chapter discusses the experience of PTSD related to combat fields in the Military. Invisible wounds, such as depression, Alcohol Misuses, Anger, Suicide experiences by veterans of wars are examined.
Chapter 8:	<b>Title: Crises Related to Military Services</b>

Assignment (s): **Access Mind Tap.** Read the chapter, watch video, take the quiz, study Case study for the chapter. **Role play case Study.** **Mid-Term Exam: (Chapters 3, 4, & 5)**

**Week 9 [Oct 18 – Oct 24]** Chapter 8 Continues

Chapter 8: **Title: Crises Related to Military Services**

Assignment (s): **Access Mind Tap.** Read the chapter, watch video, take the quiz, study Case study for the chapter. **Role play case Study.**

**Week 10 [Oct 25 – Oct 31]** Understanding the prevalence of rape, sexual assault, interpersonal partner violence, child abuse, and bullying in the United States.

Chapter 9 **Title: Crises Related to Personal Trauma**

Assignment (s):  
**Access Mind Tap.** Read the chapter, watch video, take the quiz, study Case study for the chapter. **Role play case Study.**  
**Experiential Essay paper due: Nov. ????**

**Week 11 [Nov 1 – Nov 7]** Understanding the psychological, emotional, and legal issues facing individuals that misuse alcohol and drugs. Learn about the commonly misused drugs and alcohols

Chapter 11: **Title: Substance Use Related Disorders and Crises.**

Assignment (s): **Access Mind Tap.** Read the chapter, watch video, take the quiz, study Case study for the chapter.

**Week 12 [Nov 8 – Nov 14]** Teen pregnancy cost taxpayers in the US about \$9 billion annually. In addition, children of teenage parents have a lower probability of obtaining the emotional and financial resources they need to develop into independent productive, well-adjusted adults. This chapter examine these issues and possible crises attached to teenage pregnancy

Chapter 10 **Title: Teen Pregnancy**

Assignment (s): **Access Mind Tap.** Read the chapter, watch video, take the quiz, study Case study for the chapter.

**Week 13 [Nov 15 – Nov 21]** The chapter provides an understanding of issues facing the elderly and disable individuals.

Chapter 12 **Title: Crises Related to Aging, Serious Physical Illness, and Disabilities**



Assignment (s): **Access Mind Tap.** Read the chapter, watch video, take the quiz, study Case study for the chapter.

**Video/PowerPoint Group Presentation – (November ????)**

**Week 14 [Nov 15 – Nov 21] GROUP PRESENTATIONS.**

**Week 15 [Nov 22 – Nov 28] Final Exam Review**  
**Thanksgiving Nov. 28-27**

**Week 16 [Dec.02-Dec.8] Final Exams (Chapters 6, 7, 8, & 9)**

## **Student Support and Success**

### **John B. Coleman Library**

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website:

<https://www.pvamu.edu/library/>; Phone: 936-261-1500

### **Academic Advising Services**

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at [www.pvamu.edu/advising](http://www.pvamu.edu/advising). Phone: 936-261-5911

### **The University Tutoring Center**

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); Website:

<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

## **Writing Center**

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

## **Academic Early Alert**

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

## **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

## **Office of Testing Services**

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://www.pvamu.edu/testing)

## **Office of Diagnostic Testing and Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

### **Center for Instructional Innovation and Technology Services (CIITS)**

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit:

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

### **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340;

Website: <https://www.pvamu.edu/studentengagement/>

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

## **University Rules and Procedures**

### **Academic Misconduct**

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

## Forms of Academic Dishonesty:

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

## Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

## Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [www.pvamu.edu/titleix](http://www.pvamu.edu/titleix), including confidential resources available on campus.

## Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are

encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

### **Non-Discrimination Statement**

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

### **Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### ***Technical Considerations***

#### **Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra\*
- Smartphone or iPad/Tablet with Wi-Fi\*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

\* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

**Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

### **Netiquette (online etiquette)**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

### **Video Conferencing Etiquette**

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

### **Technical Support**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### **Communication Expectations and Standards**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

### **Discussion Requirement**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-andgrammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

**COVID-19 Campus Safety Measures** [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu).

## References

- AIDS.gov. (2017). Modes of Transmission of HIV. Retrieved May 24, 2017, from <https://www.aids.gov/hiv-aids-basics/hiv-aids-101/how-you-get-hiv-aids/>
- American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders, Fifth Ed. Washington DC: American Psychiatric Publishing.
- Brohl, K., & Ledford, R. (2012). Non-suicidal self-injury: Etiology, treatment and prevention of cutting. In Continuing education for California social workers and marriage and family therapists. Ormond Beach, FL: Elite Continuing Education.

- Brohl, K., & Ledford, R. (2012). Bullying in children and youth. In *Continuing education for California social workers and marriage and family therapists* (pp. 1–122). Ormond Beach, FL: Elite Continuing Education.
- Centers for Disease Control and Prevention. (2016). CDC Releases Data on Interpersonal and Sexual Violence by Sexual Orientation. Retrieved June 27, 2016, from [www.cdc.gov/media/releases/2013/p0125\\_NISVS.html](http://www.cdc.gov/media/releases/2013/p0125_NISVS.html)
- Children-and-Divorce.com (2013). Children Divorce Statistics. Retrieved October 5, 2016, from Children-and-Divorce.com
- City of Buena Park. (2016). Bright Paths Program. Retrieved October 4, 2016, from City of Buena Park, CA: Bright paths Program: Google Search
- Converse, D., & Brohl, K. (2015). Ethics in social work and counseling and HIPAA privacy rules. *Social Work, EliteCME.com*, 46–74.
- Corey, G., Corey, M. S., & Callanan, P. (2010). *Issues and ethics in the helping professions* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Cullari, S. (2001). The client's perspective in psychotherapy. In S. Cullari (Ed.) *Counseling and psychotherapy* (pp. 92–116). Boston, MA: Allyn & Bacon.
- Cutler, D., Bevilacqua, J., & McFarland, B. (2003). Four decades of community mental health: A symphony in four movements. *Community Mental Health Journal*, 39(5), 381–398.
- Dick, D. M., & Bierut, L. J. (2006). The genetics of alcohol dependence. *Current Psychiatry Reports*, 8(2), 151–157.
- Ellis, A. (1994). *Reason and emotion in psychotherapy revised*. New York, NY: Kensington.
- Espejo, R. (2011). *Chemical Dependency*. New York, NY: Greenhaven Press.
- Everly, G. S. (1999). Emergency mental health: An overview. *International Journal of Emergency Mental Health*, 1, 3–7.
- Everly, G. S. (2003). Early psychological intervention: A word of caution. *International Journal of Emergency Mental Health*, 5(4), 179–184.
- Fernandez, M., Perez-Pena, R., & Engel, J. (2016). Five Dallas Officers were killed as payback, Police Chief Says. *The New York Times* <http://nyti.ms/29DfZ2w>. Retrieved July 14, 2016, from <http://www.nytimes.com/2016/07/09/us/dallas-police-shooting.html>
- Goldberg, S., & Reynolds, A. (2016). The North Carolina bathroom bill could trigger a health crisis among transgender youth, research shows. Retrieved June 29, 2016, from <http://search.proquest.com/printviewfile?accountid=9840>
- Hesley, J. W. (2000, February). Reel therapy. *Psychology Today*, 33, 55–57.
- Ivey, A. E., Gluckstern, N. B., & Ivey, M. B. (1997). *Basic attending skills* (3rd ed.). North Amherst, MA:



- Jackson, K. (2014). Treatments for Veterans with PTSD—Outside the traditional toolbox. *Social Work Today*, 14(2), 18.
- Jones, W. (1968). The A-B-C method of crisis management. *Mental Hygiene*, 52, 87–89. Microtraining Associates.
- Koss, M. (1992). Rape on campus: Facts and measure. *Planning for Higher Education*, 20(3), 21–28.
- Lemaire, C. M., & Graham, D. P. (2011). Factors associated with suicidal ideation in OEF/OIF veterans. *Journal of Affective Disorders*, 130, 231–238.
- MacDonald, C. A. (2016). What are the Emotional Effects of Terror? Retrieved June 27, 2016, from <http://healthpsychology.org/emotional-effects-of-terror/>
- National Institute on Drug Abuse. (2011). Prescription Drug Abuse and addiction: Research Report Series. U.S. Department of Health and Human Services. Washington, DC: U.S. Government Printing Office.
- Nauert, R. (2012). Substance use linked to bully behavior. *Psych Central*. Retrieved July 26, 2012, from <http://psychcentral.com/news/2012/03/06substance-use-linked-to-bully-behavior/35608.html>
- Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivation, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, 29, 1841–1848.
- The Social Work Practitioner. (2013). Cultural Humility, Part 1—What is Cultural Humility. Retrieved February 6, 2017, from <https://thesocialworkpractitioner.com/2013/08/19/cultural-humility-p>
- Strong, R. (2016). Social Media, FOMO and the Perfect Storm for the Quarter-Life Crisis. Retrieved June 9, 2016, from <http://www.huffingtonpost.com/rebecca-strong/social-media-fomo-a>
- Truman, J.L., & Langton, L. (2015). Criminal Victimization, 2014. U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. *BJS Bulletin*.
- Whitlock, J., Purington, A., & Gershkovich, A. (2009). *Influence of the media on self-injurious behavior: Understanding non-suicidal self-injury*. New York, NY: American Psychological Press
- Substance Abuse and Mental Health Services Administration. (2012). SAMHSA's Working Definition of Trauma and Principles and Guidance for a Trauma Informed Approach Author. Retrieved May 23, 2017, from <http://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>
- Substance Abuse and Mental Health Services Administration. (2016b). Results from the 2015 National Survey of Drug Use and Health. Retrieved February 27, 2017, from <https://www.samhsa.gov/data/sites/default/files/NSDUH-FFRI-201>
- Wisconsin Department of Health Services. (2017). Trauma-Informed Care-Principles. Retrieved February 6, 2017, from <https://www.dhs.wisconsin.gov/tic/principles.htm>