



PRAIRIE VIEW A&M UNIVERSITY

SOWK 5302 – SOCIAL WORK PRACTICE WITH GROUPS, ORGANIZATIONS, & COMMUNITIES

Instructor:	Dr. Sonya N. Carson
Department:	Department of Social Work
College:	College of Arts & Sciences
Section# and CRN:	Z01
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Office Hours:	Fridays 9a-4p
Virtual Office Hours	Fridays 9a-4p
Mode of Instruction:	Online
Course Location(s):	Online
Class Days & Times:	Online Instruction
Prerequisites:	SOWK 5300 and SOWK 5301
Co-requisites:	

M.S.W. Program Mission

The Prairie View A&M University Master of Social Work (M.S.W.) Program prepares a cadre of diverse, competent leaders in social work that integrate ethics, human behavior, social work practice, policy, and advanced practice knowledge and skills to serve as change agents in behavioral health and medical social work, emphasizing Africentric theory interventions.

M.S.W. Program Goals

The goals of the M.S.W. Program are:

- Students will demonstrate generalist knowledge, values, skills, and cognitive-affective processing with systems of any size.

- Students demonstrate advanced social work competencies within the behavioral health and medical social work.
- Students can integrate Africentric theories and practices as a framework to understand and intervene with client populations in behavioral health and medical social work.

Required Textbook

- Ashman, K.K., Grafton, H.H. (2019). Human Behavior in the Macro Social Environment: An Empowerment Approach of Understanding Communities, Organizations, and Groups. 5th Ed.
- MindTap, Cengage Publishing Activities, Journal Articles, and Podcasts are assigned weekly to supplement the text. They can be found under Modules on Canvas, organized by their given week.

Recommended Text:

- American Psychological Association. (2009). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

Course Description

This course focus on Social Work Practice from a macro perspective, exploring groups, organizations, and communities. The intent is to provide a sound knowledge base for understanding how the macro social environment works and how to apply theory in subsequent practice courses. Ideas and major concepts concerning communities, organizations, and groups are explained. Examples of case studies show how macro social work practice can enhance people's optimal health, well-being, and quality of life. This caused deepening students' knowledge of the generalist social work perspective in the applying theory and practice methods for effective and ethical service delivery with groups, organizations, and communities in conjunction with field education.

Course Rationale

This course extends knowledge and practice skills to a macro context. Must be taken concurrently with Field Instruction II, except for those students withstanding status. Those students who are in -year program but not in the Field Instruction II are also required to take this course except those in advance standing.

Core Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
Use technology ethically and appropriately to facilitate practice outcomes; and
Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Use practice experience and theory to inform scientific inquiry and research;
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
Assess how social welfare and economic policies impact the delivery of and access to social services;
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and engage diverse clients, and constituencies influential in engaging various clients and constituencies effectively organizations, and Communities
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Select and use appropriate methods for evaluation of outcomes;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: PVAMU School Competency: Demonstrate knowledge and competence in Africentric social work practice with Individuals, Families, Groups, Organizations, and Communities

Identify and describe Africentric theory and components of Afrocentric interventions; and
Apply and demonstrate an understanding of evidence-based Africentric interventions in the medical and behavioral health care settings at the micro, mezzo, and macro levels

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Critically analyze professional values, ethical dilemmas, and ethical decision-making and their impact on service delivery, policy, and practice.
2. Identify, critique, apply and evaluate social work theories and methods from a strengths-based generalist perspective for effective service delivery to groups, organizations, and communities.
3. Demonstrate beginning practice skills in developing, leading, and evaluating small groups in the agency, organization, and community settings.
4. Identify aspects of human diversity within and between groups, organizations, communities and the implications for this diversity in assessment, planning, intervention, and evaluation.
5. Demonstrate knowledge of leadership and advocacy skills, conflict management, and Interprofessional collaboration at all levels of social work practice to promote social and economic justice.
6. Demonstrate a beginning level of skills in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans, and practice effectiveness.

Methods of Instruction

A variety of methods emphasize experiential learning the purto build confidence. The generalist nature of the course content requires a didactic approach as well. Therefore, guest speakers will all be utilized in PowerPoint lectures, role-plays, videos, class discussions, small groups, and dyad exercises. For success in this class, you must be willing to participate, take risks and “stretch” out of your comfort zone.

Required Assignment

- **Personal Introduction Video/ Africentric Perspective:** Students will introduce themselves to their cohorts and instructor by developing a 3 to 5-minute introduction video. The student will also share their understanding and view of Africentric perspective and give a brief critique of the Africentric series. Students will view one of their fellow cohorts’ intro videos and respond if they’d like. Instructions for recording videos can be found here:

- **MindTap Assignments-** Complete the MindTap activities, chapter quizzes, videos activities, and exercise, and case studies for each chapter. The weekly Mind Tap assignments are submitted on Saturday nights by 11:59 pm.

Observation & Critique Paper: To test your understanding of social work practice in a macro environment and generalist perspective, you will **critique an Internal Organizational Environment**. First, identify a social service organization, observe and write a paper about identifying problems in an internal agency environment, and make suggestions for improvements based on the information you have read or learned this semester within this course . In your paper, address the following questions below.

Discuss the following questions:

1. What problems are portrayed in this internal agency environment?
2. In what ways might the agency have been more responsive to the needs and comforts of clients?
3. Improvements usually involve higher costs in terms of financial resources and staff time. To what extent do you feel the benefits resulting from your suggestions for improvements merit the costs?

Please note that all written assignments grades will reflect:

1. How well you demonstrated an understanding of and ability to integrate course content comprehensively.
2. The quality of critical analysis.
3. Whether or not you met all specified requirements and graduate-level writing quality.

All assignments must be proofread and processed through Grammarly Premium and include the Grammarly Premium score on the bottom of the cover page with the report attached. This paper is three to five pages not including the reference and cover pages with at least three resources. APA quality work and formatting is expected. Please reference the check list and sample provided if needed.

If you cite a large amount of your paper from outside resources it will be considered too derivative and you points will be taken for a lack of original thought.

Critiquing Internal Organization Environment Analysis Grading
Rubric (1) (1)

Criteria	Ratings		Pts
<p>This criterion is linked to a Learning Outcome Summary (15 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- Student provides a concise summary of the services provided by the organization and describes the organizational structure organization, case in two or three brief sentences.</p> <p>Good (B) (Meets graduate course relative standards "- Student provides a summary of the important facts in the case, but sentences are not concise. Sentences may be too long or there are too many of them.</p> <p>Poor C) (Fails to meet graduate course relative standards*)- Student provides a summary that is not concise is rambling and includes analysis of problems or even recommendations, which should go in subsequent sections.</p>	<p>15 to >0.0 pts Full Marks</p>	<p>0 pts No Marks</p>	15 pts

Critiquing Internal Organization Environment Analysis Grading
Rubric (1) (1)

Criteria	Ratings		Pts
<p>This criterion is linked to a Learning Outcome Analysis (23 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- The student identifies virtually all of the problems in the case based on theoretical knowledge acquired in assigned material (class lectures, or presentations, reading viewing, or listening). Has ample, properly formatted references to a wide variety of assigned and unassigned, relevant material.</p> <p>Good (B) (Meets graduate course relative standards "-)- Student identifies many of the problems in the case based on theoretical knowledge acquired in the assigned material. Has some properly formatted references to several items of the assigned material.</p> <p>Poor (C) (Fails to meet graduate course relative standards*)- Student identifies some of the problems in the case vaguely based on the assigned material, but clearly does not fully understand the theories and principles in that material. Has few or no references, and references are not properly formatted.</p>	23 to >0.0 pts Full Marks	0 pts No Marks	23 pts

<p>This criterion is linked to a Learning OutcomeRecommendations (22 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- Student provides practical, insightful recommendations to the identified problems based on and synthesized from theoretical knowledge acquired in assigned material (class lectures or presentations, reading, viewing, or listening). Has ample, properly formatted references and sources to a wide variety of assigned and unassigned, relevant material. Supports and defends recommendations and positions with references to assigned and unassigned material.</p> <p>Good (B) (Meets graduate course relative standards "-)- Student provides practical recommendations to the identified problems based on theoretical knowledge acquired in assigned material. Has some properly formatted references to several sources of assigned, relevant material. Supports recommendations with references to the assigned material.</p> <p>Poor (C) (Fails to meet graduate course relative standards*)- Student provides some recommendations, some of which might be impractical or are not based on theory learned in the assigned material. Has few, if any, recommendations, which are</p>	<table border="1"> <tr> <td data-bbox="701 989 883 1108"> <p>22 to >0.0 pts Full Marks</p> </td> <td data-bbox="883 989 1032 1108"> <p>0 pts No Marks</p> </td> </tr> </table>	<p>22 to >0.0 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>22 pts</p>
<p>22 to >0.0 pts Full Marks</p>	<p>0 pts No Marks</p>			

improperly formatted. It is not clear that the student has read or understands how to apply the lessons in the assigned material to the problems in the case. Has too many generalizations.

**Critiquing Internal Organization Environment Analysis Grading
Rubric (1) (1)**

Criteria	Ratings	Pts		
<p>This criterion is linked to a Learning Outcome Implications (15 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- The student understands and communicates concisely what future effects the writer's recommendations have on the organization in the case. Includes references in the Implications section.</p> <p>Good (B) (Meets graduate course relative standards "-)- Student understands and communicates what future effects the writer's recommendations have on the organization in the case.</p> <p>Poor (C) (Fails to meet graduate course relative standards*)- The student does not seem to understand what future effects the writer's recommendations might have on the organization in the case or continues with analysis or recommendations. Thinking is not clear.</p>	<table border="1"> <tr> <td>15 pts Full Marks</td> <td>0 pts No Marks</td> </tr> </table>	15 pts Full Marks	0 pts No Marks	15 pts
	15 pts Full Marks	0 pts No Marks		

This criterion is linked to a Learning Outcome Writing Style (25 points)

Excellent (A) (Exceeds graduate course relative standards*)- Student uses proper grammar, punctuation, and spelling and writes effective sentences that make logical sense. Has a proper academic style that is void of cliches and informal, colloquial phrases and language. Writing is well organized and logically coherent.

Good (B) (Meets graduate course relative standards "-")- For the most part, the student uses proper grammar, punctuation, and spelling and writes reasonably effective sentences that generally make logical sense. Has a proper academic style that generally avoids cliches and informal, colloquial phrases and language. Writing is well organized and generally logically consistent

Poor (C) (Fails to meet graduate course relative standards*)- Student does not use proper grammar, punctuation, or spelling throughout the paper. Many of the sentences are ineffective and do not make logical sense. Does not have a proper academic style and often uses cliches, overly informal, or colloquial language. Writing is not well organized and not logically consistent. Writing is rambling and often doesn't make sense. The writer has omitted

**25 to
>0.0 pts
Full Marks**

**0 pts
No
Marks**

25 pts

pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.

Total Points: 100

Theory for Macro Social Work Practice Project: To study theory in-depth and practice task skills, you will develop a paper about a particular theory and its application to macro social work practice. Students will choose one theory from the six theories: Systems Theory, Cognitive Behavioral Theory; Relational Cultural Theory; Social Exchange Theory, Empowerment Theory, and Narrative Theory. You will discuss the theory of your choice, and how the theory is used in a macro social work setting. The paper should be no more than eight to ten (8 to 10)six pages.

Macro Project Paper: The Person in the Environment (1) (1)

Criteria	Ratings		Pts
<p>This criterion is linked to a Learning Outcome Integration of Theory Knowledge</p> <p>Excellent Integration: The paper demonstrates that the author fully understands and has applied theoretical concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.</p> <p>Good Integration: The paper demonstrates that the author, for the most part, understands and has applied theoretical concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.</p> <p>Poor Integration: The paper does not demonstrate that the author has fully understood and applied theoretical concepts learned in the course.</p>			20 pts
<p>20 to >0.0 pts Full Marks</p>	<p>0 pts No Marks</p>		

This criterion is linked to a Learning OutcomeContent

The student will address the components of a Theory for macro social work practices and related it to groups, organizations and community practice. The student will demonstrate self-awareness of significant of the theory in each of the three areas of groups, organizations and communities.

Excellent Paper: The Paper demonstrates an excellent understanding of all of the concepts and key points presented in the text(s), the paper addresses each point identified in the Assignment instructions. And, the paper provides significant detail (including multiple relevant examples), evidence from the readings and other sources, and discerning ideas.

Good Paper: demonstrates a good understanding of most of the concepts and key points presented in the text(s) and addresses most points in the Assignment instructions. The paper includes moderate detail, evidence from the readings, and discerning ideas.

Fair Paper: Paper demonstrates a fair understanding of the concepts and key points as presented in the text(s) and addresses some points of Assignment instructions. The paper may be lacking in detail and specificity and/or may not include sufficient pertinent examples or provide sufficient evidence from the readings.

**40 to
>0.0 pts
Full Marks**

**0 pts
No
Marks**

40 pts

<p>Poor Paper: Paper demonstrates a poor understanding of the concepts and key points of the text(s) and addresses no or few points of Assignment instructions. The paper is missing detail and specificity and/or does not include any pertinent examples or provide sufficient evidence from the readings.</p>		
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<p>This criterion is linked to a Learning Outcome Writing Style</p> <p>Excellent Paper: Well organized, follow APA writing style (cover page, abstract, and reference page), use a scholarly tone, provide evidence to support claims, and give credit to writing source, properly paraphrase, error-free from spelling, and exemplary sources expected/required for the assignment.</p> <p>Good Paper: Paper is mostly consistent with the undergraduate-level writing style. Paper may have some small or infrequent organization, scholarly tone, or evidence or crediting (when applicable) issues, and/or may contain a few writing and spelling errors, and/or somewhat less than the expected number of or type of sources.</p> <p>Fair Paper: Paper is somewhat below undergraduate-level writing style, with multiple smaller or a few major problems. Paper may be lacking in organization, scholarly tone, evidence, crediting of sources (when applicable), and/or contain many writing and/or spelling errors, or shows only a moderate level of original writing. Paper may contain inferior resources (number or quality).</p> <p>Poor Paper: It is well below undergraduate-level writing style expectations for organization, scholarly tone, evidence, crediting of sources (when applicable), and writing, or lacks significant original writing. Paper may contain few or no quality resources. The writer has omitted pertinent content or content runs-on excessively. from others</p>	<table border="1"> <tr> <td data-bbox="716 961 902 1136"> <p>40 to >0.0 pts Full Marks</p> </td> <td data-bbox="902 961 1047 1136"> <p>0 pts No Marks</p> </td> </tr> </table>	<p>40 to >0.0 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>40 pts</p>
<p>40 to >0.0 pts Full Marks</p>	<p>0 pts No Marks</p>			

Macro Project Paper: The Person in the Environment (1) (1)

Criteria	Ratings	Pts
Total Points: 100		

Proficiency Exams (I & II): Mid-term and the end-of-semester proficiency exams will test students' proficiency in mastering the basic concepts of macro social work practice, based on theories related to groups, organizations, and communities. All students must pass a proficiency exam addressing core concepts of macro social work and the context within which it occurs. The exam will focus on definitions of concepts, fundamental elements of structural theories, and theories of working with groups, organizations, and communities. Students must score 85% or higher on the exam to pass. Students may take the exam up to 2 times. The exam will be available to the students at two different times during the final examination week. There is no penalty for taking the exam twice. The instructors assume that students will take responsibility for learning this material independently. No class time will be devoted to covering material on the test, although students are welcome to make individual appointments with the instructor to discuss the exam.

****** Please note that all written assignments grades will reflect how well you demonstrated an understanding of and ability to integrate course content comprehensively. The quality of critical analysis. Whether or not you met all specified requirements and graduate-level writing quality.**

Analysis/Project Requirements

1. This assignment **MUST** be typed using APA 7th edition style
2. Please use headers and subtopics.
3. This paper **MUST** be typed with double-space, one-inch margin & 12 font size, Times New Roman and reference the APA 7th edition from the above suggested texts.
4. Proofread your paper before processing your paper through Grammarly Premium and include the Grammarly Premium score with your paper submission.
5. A minimum of eight references **MUST** be included at the end of the project paper; minimum of three for the analysis.
6. Final papers must be proofread and processed through Grammarly-Premium, and a printout of the **Grammarly-Premium plagiarism score must be included on the bottom of the cover page.**

****A sample APA paper and checklist has been placed in your module for further guidance.****

Criteria for Grading	Due Date	Percentage of Final Grade
Personal Introduction Video/ Afriecentric Perspective	1/20/2024	10%
Mind Tap/ Cengage Assignments	Saturday of each assigned week	30%
Paper 1: Observation & Critique Paper	3/30/2024	20%
Paper 2: Theory Project	4/6/2024	20%
Proficiency Exam 1 & 2	3/9/2024 5/4/2024	20%
Total		100%

Grading scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

I. Course Units and Readings

Modules	Topics/Task	Assignments/Due
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<p>Week 1: Overview & Introduction of the Course</p>	<ol style="list-style-type: none"> 1. Introduction of the Instructor 2. Overview of the Course Syllabus 3. Africentric Perspective- Wade Nobles 4. Personal Introduction Student 5. Article: Empowering African American Through Social Work Practice-Integrating An Africentric Perspective, Ego Psychology & Spirituality 	<p>Due 1/20/2024 @ 1159 pm</p> <p>Read Article/ Personal introduction & Africentric Perspective Video</p>
<p>Week 2: Module 1: Chapter 1: Introduction to Human Behavior in the Macro Setting</p>	<p>Chapter 1: Overview & Objectives Chapter 1: Reading in Ashman, K.K., Grafton, H.H. (2019). Human Behavior in the Macro Social Environment: An Empowerment Approach of Understanding Communities, Organizations, and Groups. 5th Ed. Chapter 1 PowerPoints</p>	<p>Read Chapter 1/intro and powerpoints</p>
<p>Week 3: Module 2- Chapter 2: Values and Principles That Guide Generalist Practice in the Macro Social Environment</p>	<p>Chapter 2 Overview & Objectives Chapter 2 Reading- in Ashman, K.K., Grafton, H.H. (2019) Chapter 2 PowerPoints NASW Code of Ethics 2021 Amendments of NASW Code of Ethics: Self Care & Cultural Competence</p>	<p>Code of Ethics and Activities Chapter 2</p>
<p>Week 4: Module 3: Chapter 3: Human behavior in Groups, Theories & Dynamics</p>	<p>Chapter 3: Overview & Objectives Chapter 3 Reading- in Ashman, K.K., Grafton, H.H. (2019) Chapter 3 PowerPoint Presentation Cengage MindTap- MindLink Article: Using Groups in Social Work</p>	<p>MindTap Activities Chapter 3</p>
<p>Week 5: Module 4: Chapter 4: Types of Groups in the Macro Social Environment</p>	<p>Chapter 4: Overview & Objectives Chapter 4: Reading in Ashman, K.K., Grafton, H.H. (2019) Chapter 4 PowerPoint Cengage MindTap- MindLink</p>	<p>MindTap Activities Chapter 4</p>

Week 6: Module 5: Chapter 5: Knowledge and Theories of Organizations	Chapter 5: Overview & Objectives Chapter 5: Reading in Ashman, K.K., Grafton, H.H. (2019) Chapter 5 PowerPoint Presentation Cengage MindTap- MindLinks Article: A Model for Social Work Field Practices with African American Churches Article: Neighborhoods Racial-Composition Preference: Evidence from Multiethnic Metropolis	MindTap Activities Chapter 5
Week 7: Module 6: Chapter 6: Social Service Organizational Settings, Goals & Environmental Contexts	Chapter 6 Overview & Objectives Chapter 6: Reading in Ashman, K.K., Grafton, H.H. (2019) Chapter 6 PowerPoint Presentation Cengage MindTap/ MindLinks Article: Challenges in Rural Social Work Practice When Support Groups Contain Your Neighbors, Church Members & PTA Members	MindTap Activities Chapter 6
Week 8: Midterm	Midterm Exam - Proficiency Exam 1	Proficiency Exam 1 Due March 9@ 11:59 pm
Week 9	Research Week	Research Empirically based articles
Week 10: Module 7: Chapter 7: Organizational Structure & Dynamics	Chapter 7 Overview & Objectives Chapter 7: Reading in Ashman, K.K., Grafton, H.H. (2019) Chapter 7 PowerPoint Presentation Cengage MindTap/ MindLink Article: Challenges in Rural Social Work Practice in Working When Support Groups Contain Your Neighborhood, Church Member, and the PTA Paper I: Critiquing the Internal Organizational Environment	Critiquing the Internal Organizational Environment- Paper & MindTap Activities Chapter 7 Due 3/30/2024 @ 11:59 PM
Week 11: Module 8 Chapter 8: Human Behavior, Management, and Empowerment in Organizations	Chapter 8 Overview & Objectives Chapter 8: Reading in Ashman, K.K., Grafton, H.H. (2019) Chapter 8: PowerPoint Cengage MindTap/MindLink	MindTap Activities Chapter 8

<p>Week 12: Module 9 Chapter 9: Community in the Marco Social Environment Theories & Concepts</p>	<p>Chapter 9 Overview & Objectives Chapter 9: Reading in Ashman, K.K., Grafton, H.H. (2019) Chapter 9: PowerPoint Assignment 2: Theory for A Macro Social Work Practice Project</p>	<p>MindTap Activities Chapter 9 Assignment 2: Theory Project Due 4/6/2024 @ 11:59 pm</p>
<p>Week 13: Module 10 Chapter 10: Assessment of Geographic, Communities & Empowerment</p>	<p>Chapter 10 Overview & Objectives Chapter 10: Reading in Ashman, K.K., Grafton, H.H. (2019) Chapter 10: PowerPoint Article: Post-Katrina Recovery: Lessons Learned From African American Neighborhoods</p>	<p>Article and Chapter 10</p>
<p>Week 14: Module 11 Chapter 11: Neighborhood Empowerment</p>	<p>Chapter 11 Overview & Objectives Chapters 11: Reading Ashman, K.K., Grafton, H.H. (2019) Chapter 11: PowerPoint Cengage MindTap/ MindLink Journal Article: Black Neighbors</p>	<p>MindTap Activities Chapter 11</p>
<p>Week 15: Module 12: Chapter 12: Diversity, Population-at-Risk and Empowerment in the Macro Social Environment; And Chapter 13: Social Justice & Global Community</p>	<p>Chapter 12 Overview & Objectives Chapters 12: Readings- Cengage: Chapter 12 Chapters PowerPoint Reading in Ashman, K.K., Grafton, H.H. (2019) Cengage MindTap/ MindLink Chapter 13 Overview & Objectives Chapter 13: Readings- Cengage</p>	<p>MindTap Activities Chapter 12 &13</p>
<p>Week 16: Proficiency Exam</p>	<p>Proficiency Exam II</p>	<p>Proficiency Exam II-</p>

		Due 5/4/2024 @ 11:59 pm

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. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect 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 within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). 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 and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

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; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services 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, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

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; [Disability Services Website](#)

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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran 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; [Veteran Affairs Website](#)

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; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

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.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View

A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

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 ability 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) 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, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

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.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

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 Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- 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

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

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 (Zoom)

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 [Password Reset Tool](#) 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 936-261-3283 or email 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-and-grammar 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

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.

- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.

Students will have access to COVID testing in the Student Health Clinic by appointment.