



**PRAIRIE VIEW  
A&M UNIVERSITY**

**SYLLABUS**

**Global Social Work and Medical and Behavioral Healthcare  
*Spring 2024***

*Table 1 Syllabus & Learning Outcomes*

**Instructor:** Dr. Marcus D. Benoit  
**Section # and CRN:** SOWK 6309-Z01  
**Office Location:** W.R. Bank Bldg. Suite 217  
**Office Phone:** 936-261-1670  
**Email Address:** mdbenoit@pvamu.edu  
**Office Hours:** Appointments  
**Mode of Instruction:** Online

**Course Location:** Online  
**Class Days & Times:** Online  
**Catalog Description:**

**Prerequisites:** None  
**Co-requisites:** None

**Required Text(s):**

Sands, R., & Gellis, Z. (2012). *Clinical Social Work in Behavioral Mental Health Toward Evidence-Based Practice*. Pearson Education, Inc., Upper Saddle River: NJ.

Winnett, R., Furman, R., Epps, D., & Lamphear, G. (2019). *Health care social work: A global perspective*. Oxford University Press, New York, NY.

**Recommended Text(s):**

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

**Student Learning Outcomes:**

	<b>Upon successful completion of this course, students will be able to:</b>
1	<i>Demonstrate an understanding of the different health and behavioral care programs in diverse settings.</i>
2	<i>Explain an understanding of the collaboration with diverse professionals in health and behavioral health care.</i>
3	<i>Demonstrate an awareness of the influence of culture on the role of health care professionals and collaborative approaches in health and behavioral health care.</i>
4	<i>Explain cross-cultural comparisons on health care programs and collaborative practice models between the U.S. and other countries.</i>
5	<i>Demonstrate cultural competence to serve individuals with diverse cultural backgrounds and practice in a global community.</i>
6	<i>Demonstrate an awareness of social work's commitment to global social and economic justice by identifying the ways in which the social environment can constrain (through, for example, poverty, racism, sexism, ageism, homophobia) or enhance the development of health and medical/behavioral health care.</i>

---

Table 2 Major Course Requirements

**Method of Determining Final Course Grade**

Course Grade Requirement	Value	Total
<p><b>Assignment 1: Weekly Discussion Assignments</b>            You are to generate responses to discussion prompts related to each week’s readings via Blackboard Discussion Forum. The responses should demonstrate that you have read the material and reflect aspects of the readings for which you may be grappling or intrigued. You are expected to raise these comments during class to deepen your own and others’ understanding of the readings and content covered.</p>	15 pts.	15%
<p><b>Assignment 2: Individual Developmental Case Studies</b>            This assignment requires the application of the developmental disparity of health care systems, to a real or fictitious client or other individual and groups. Students will learn to analyze the development of health care and medical/behavioral health issues from a global perspective. The written developmental case analysis will be 4-5 pages and demonstrate the student’s understanding of the interrelatedness of health care systems, components, and micro, mezzo, and/or macro contexts. All papers must be proofread and processed through Grammarly Premium, and a printout of the Grammarly Premium score must be included on the bottom of the cover page.</p>	15 pts.	15%
<p><b>Assignment 3: Mid-Term Exam</b>            Mid-term exam questions will cover selected chapters in your required textbook. The format of the tests will be a multiple choice and/or a True/False. Your instructor will discuss more details in class.</p>	20 pts.	20%
<p><b>Assignment 4: Oral Presentation of Individual Developmental Case Studies</b>            Each student will make 3 brief PowerPoint presentations to discuss 3 their developmental case studies: The presentation should include:            (a) identify a country's health care system;            (b) case facts and policies;            (c) relevance of healthcare systems opportunities and challenges;            (d) health disparities and crisis faced on a micro, mezzo, and macro levels;            (e) impact of diversity and health care-cultural context; and            (f) conclusion.</p>	10 pts.	10%
<p><b>Assignment 5: Term Paper</b>            This assignment requires the student to demonstrate mastery of the scholarly literature related to an issue of social work health care from a global perspective. Each student will select a country's health care system and compare it to the United States’ health care system. Examine the different opportunities and challenges between both the identified country and the United States. It may be one of the countries presented in this course.            The term paper assignment requires the student to demonstrate the ability to critically analyze the utility of selected theoretical concepts, including traditional and culturally centered health disparities theoretical frameworks, and issues faced on a micro, mezzo, and macro levels and the common problems or challenges for specific population/sub-group. Also included how the profession of social work in health and medical/behavioral health can impact the holistic and well-being of the worldwide health care system. Students are required to examine critically current and provocative literature in ways that reflect multiple and perhaps conflicting perspectives.</p>	20 pts.	20%

<p>The paper should be <b>10-12 pages</b> in length (Times New Roman, 12 font). Please use a <b>minimum of eighteen (18) references</b> beyond the class textbook; seventy-five percent (75%) of the references must be within the last 10 years. The term paper grade will reflect:</p> <p>(1) how well students demonstrated an understanding of and ability to comprehensively integrate course content;</p> <p>(2) the quality of critical analysis;</p> <p>(3) whether or not all specified requirements were met, and graduate-level writing quality.</p> <p>Final papers must be proofread and processed through Grammarly-Premium, and a printout of the Grammarly-Premium score must be included on the bottom of the cover page.</p>		
<p><b>Assignment 6: Final Exam</b></p> <p>The Final Exam will address core concepts of health/medical behavioral health care and of the context within which it occurs. The exam will focus on definitions of concepts, fundamental elements of structural theories, and micro, mezzo, and macro levels of health care. It is the assumption of the instructors that students will take responsibility for learning this material on their own. 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.</p>	20 pts.	25%

**PAPER Requirements**

1. This assignment **MUST** be typed using APA 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.
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 18 references **MUST** be included at the end of the paper.
6. Final papers must be proofread and processed through Grammarly-Premium, and a printout of the
7. Grammarly-Premium plagiarism score must be included on the bottom of the cover page.

Criteria for Grading	Percentage of Final Grade
Assignment 1: Weekly Discussion Assignments	15%
Assignment 2: Individual Developmental Case Studies	15%
Assignment 3: Mid-term Exam	20%
Assignment 4: Oral PowerPoint Presentation of Developmental Case Studies	10%
Assignment 5: Term Paper	20%
Assignment 6: Final Exam	20%
	<b>Total 100%</b>

Required Submissions-Assignment/ Discussions/ Exams	Due Date
Discussion Topic Introduce Yourself to the Class	Jan 20, 2024
Discussion Question "Chapter 1 of Sands & Gellis (2012)".	Jan 21, 2024
Discussion Question "Chapter 2 of Sands & Gellis (2012)".	Jan 28, 2024
Discussion Question "Chapter 3 of Sands & Gellis (2012)".	Feb 4, 2024
Discussion Question "Chapter 4 of Sands & Gellis (2012)".	Feb 11, 2024
Assignment Developmental Case Study Group Paper #1	Feb 25, 2024
Discussion Question "Chapter 5 of Sands & Gellis (2012)".	Mar 3, 2024
Mid-Term Exam	Mar 9, 2024
Assignment Developmental Case Study Group Paper #2	Mar 10, 2024
Assignment Developmental Case Study group Paper #3	Mar 24, 2024
Assignment Term Paper	Apr 7, 2024
Assignment Developmental Case Study Group Paper #4	Apr 14, 2024
Assignment Developmental Case Study Group Paper #5	Apr 21, 2024
Assignment PowerPoint Presentation of Developmental Case Studies	Apr 28, 2024
Final Exam	May 5, 2024

### Course Procedures or Additional Instructor Policies

#### Taskstream

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

#### Grading Criteria and Conversion:

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

Table 3 Course Units and Readings

Week/Dates	Lecture Topics/Readings/Assignments
<p><b>Week 1</b></p>	<p><b>Lecture Topics:</b>                      Introduction, Syllabus Review, Canvas Review                      -Getting Oriented: Themes and Concepts.                      -Introduction of Global Social Work Health.</p> <p><b>READINGS:</b>                      Chapter 1 of Sands &amp; Gellis (2012)                      Chapter 1 of Winnett, et al. (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit Discussion Topic Introduce Yourself to the Class</b></li> <li>• <b>Submit Discussion Questions on Chapter 1 of Sands &amp; Gellis (2012).</b></li> <li>• <b>Meet and Greet with your Group.</b></li> <li>• Select a research article from a social work journal.</li> <li>• Review the article Racism and discrimination in healthcare: Providers and patients.                             <ul style="list-style-type: none"> <li>○ <a href="https://www.health.harvard.edu/blog/racism-discrimination-health-care-providers-patients-2017011611015">https://www.health.harvard.edu/blog/racism-discrimination-health-care-providers-patients-2017011611015</a></li> </ul> </li> <li>• View lecture videos.</li> <li>• Be able to discuss on next class how the findings from the article will help you in the development of your Term Paper.</li> </ul>
Week/Dates	Lecture Topics/Readings/Assignments
<p><b>Week 2</b></p>	<p><b>Lecture Topics:</b>                      -Historical Context: <i>Changes in Mental Health Policies and Social Work Practice.</i>                      -Health Care in a Global World.</p> <p><b>READINGS:</b>                      Chapter 2 of Sands &amp; Gellis (2012).                      Chapter 2 of Winnett, et. al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit Discussion Questions on Chapter 2 of Sands &amp; Gellis (2012).</b></li> <li>• <b>Meet with your Group</b> <ul style="list-style-type: none"> <li>• <b>Discuss the Developmental Case Study Group Papers</b></li> </ul> </li> <li>• View lecture videos</li> </ul>
Week/Dates	Lecture Topics/Readings/Assignments
<p><b>Week 3</b></p>	<p><b>Lecture Topics:</b>                      -Biopsychosocial Conceptual Framework.                      -Transnational Health Care</p> <p><b>READINGS:</b>                      Chapter 3 of Sands &amp; Gellis (2012).                      Chapter 3 of Winnett, et al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit Discussion Questions on Chapter 3 of Sands &amp; Gellis (2012).</b></li> <li>• <b>Meet with your Group</b> <ul style="list-style-type: none"> <li>• <b>Discuss final arrangements for the Developmental Case Study group paper #1.</b></li> </ul> </li> <li>• View lecture videos</li> </ul>

Week/Dates	Lecture Topics/Readings/Assignments
Week 4	<p><b>Lecture Topics:</b>            -The Biopsychosocial Assessment.            -The Role of Social Work in Australian Health Care Settings.</p> <p><b>READINGS:</b>            Chapter 4 of Sands &amp; Gellis (2012).            Chapter 5 of Winnett, et. al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Submit Discussion Questions on Chapter 4 of Sands &amp; Gellis (2012).</li> <li>• Meet with your Group               <ul style="list-style-type: none"> <li>• Discuss final arrangements for the Developmental Case Study group paper</li> </ul> </li> <li>• View lecture videos</li> </ul>
Week/Dates	Lecture Topics/Readings/Assignments
Week 5	<p><b>Lecture Topics:</b>            -Legal and Ethical Issues.            -The Role of the Social Worker in Health Care in Cuba            -Health Care Social Work in England.</p> <p><b>READINGS:</b>            Chapter 5 of Sands &amp; Gellis (2012).            Chapter 6-7 of Winnett, et. al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Class Developmental Discussion Forum               <ul style="list-style-type: none"> <li>• Developmental Case Study Group Paper #1</li> </ul> </li> <li>• View lecture videos</li> </ul>
Week/Dates	Lecture Topics/Readings/Assignments
Week 6	<p><b>Lecture Topics:</b>            -Culturally Competent Mental Health Practice.            -Health Care Social Work in India</p> <p><b>READINGS:</b>            Chapter 6 of Sands &amp; Gellis (2012).            Chapter 8 of Winnett, et. al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Submit Developmental Case Study Group paper #1</li> <li>• Discuss the Mid Term Paper</li> <li>• View lecture video</li> </ul>
Week/Dates	Lecture Topics/Readings/Assignments
Week 7	<p><b>Lecture Topics:</b>            Feminist Social Work Practice            Health Care Social Work in Nigeria.</p> <p><b>READINGS:</b>            Chapter 7 of Sands &amp; Gellis (2012).            Chapter 9 of Winnett, et. al (2019).</p>

	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit Discussion Questions on Chapter 5 of Sands &amp; Gellis (2012).</b></li> <li>• Developmental Discussion Forum <ul style="list-style-type: none"> <li>○ Discuss the Developmental Case Study group paper #2</li> </ul> </li> <li>• Discuss Midterm Exam</li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 8</b>	<p><b>Lecture Topics:</b> A Framework for Intervention with Persons with Serious Mental Illness Health Care Social Work in Saudi Arabia.</p> <p><b>READINGS:</b> Chapter 8 of Sands &amp; Gellis (2012). Chapter 10 of Winnett, et. al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit the Midterm Exam</b></li> <li>• View lecture videos</li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 9</b>	<p><b>Lecture Topics:</b> Evidence-Based and Best Practices with Adults with Severe Mental Illness in a Community Context. Health Care Social Work in China</p> <p><b>READINGS:</b> Chapter 9 of Sands &amp; Gellis (2012). Chapter 11 of Winnett, et. al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit the Developmental Case Study group paper #2</b></li> <li>• Developmental Discussion Forum <ul style="list-style-type: none"> <li>○ Discuss the Developmental Case Study group paper #3</li> </ul> </li> <li>• View lecture video</li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 10</b>	<b>SPRING BREAK</b>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 11</b>	<p><b>Lecture Topics:</b> -Evidence-Based Interventions for Individuals with Severe Mental Illness and Their Families -Social Work in Health Care in South Africa. -Evidence-Based Practice with Depressed Clients Health Care Social Work in the United States -Health Care Social Work in Sweden -Health Care Social Work in Ukraine</p> <p><b>READINGS:</b> Chapter 10 of Sands &amp; Gellis (2012). Chapter 12 of Winnett, et. al (2019).  Chapter 11 of Sands &amp; Gellis (2012). Chapter 13 of Winnett, et. al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit the Developmental Case Study Group paper #3</b></li> <li>• Discuss strategies to submit the TERM PAPER</li> <li>• Developmental Discussion Forum</li> </ul>



	<ul style="list-style-type: none"> <li>○ Discuss the Developmental Case Study group paper #4</li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 12</b>	<p><b>Lecture Topics:</b>          -Evidence-Based Practice for Clients with Anxiety Disorders          -Health Care Social Work in Turkey: An Evolving Field of Practice</p> <p><b>READINGS:</b>          Chapter 12 of Sands &amp; Gellis (2012).          Chapter 14-15 of Winnett, et. al (2019).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit Term Paper</b></li> <li>• View lecture videos</li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 13</b>	<p><b>Lecture Topics:</b>          -Clinical Practice with Persons with Co-Occurring Substance Use and Serious Mental Illness</p> <p><b>READINGS:</b>          Chapter 13 of Sands &amp; Gellis (2012).</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit the Developmental Case Study Group Paper #4</b></li> <li>• Discuss strategies to submit the Presentation for PowerPoint Presentation of Individual Developmental Case Studies</li> <li>• Developmental Discussion Forum           <ul style="list-style-type: none"> <li>○ Discuss the Developmental Case Study group paper #5</li> </ul> </li> <li>• View lecture videos</li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 14</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit the Developmental Case Study Group Paper #4</b></li> <li>• Review for Final Exam</li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 15</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Submit the PowerPoint Presentation of Individual Developmental Case Studies</li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 16</b>	<p><b>Lecture Topics:</b>          Course Wrap-up</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Submit Final Exam</li> <li>• Submit the Student Opinion Survey</li> </ul>

## **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: [pv tutoring@pvamu.edu](mailto:pv tutoring@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 936-261-3283 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-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** [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).