SYLLABUS

SOWK 4183 Social Work Integrative Seminar
Summer 2017

Instructor: Dr. Jackson de Carvalho
Section # and CRN: P01, 30211
Office Location: W.R. Banks Building, Suite 218
Office Phone: 936-261-1676
Email Address: jndecarvalho@pvamu.edu
Office Hours: MW 1:00 AM–4:00 PM
Mode of Instruction: Face to Face

Course Location: W.R. Banks #209
Class Days & Times: S 8:00 AM–12:50 PM
Catalog Description: SOWK 4183: Social Work Integrative Seminar (3 SCH)
Analysis and evaluation of the field-based experiences. Evaluation of conceptual framework for integrating social work knowledge, skills, and values gained from field experiences including administrative issues related to practicum, agency assignments and other field related issues for resolution. All required social work foundation courses must be completed before enrolling in this course. Co-requisite: SOWK 4176.

Prerequisites: All SOWK Foundation Courses
Co-requisites: SOWK 4176

Required Texts: Prairie View A&M University, Department of Social Work Education Field Instruction Manual.


Recommended Texts:

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
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</table>
**Major Course Requirements**

**Method of Determining Final Course Grade**
### Course Grade Requirement

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Seminar Participation</td>
<td>40 points</td>
<td>40%</td>
</tr>
<tr>
<td>2) Education/Related Learning</td>
<td>20 points</td>
<td>20%</td>
</tr>
<tr>
<td>3) Reports and Presentations</td>
<td>40 points</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Criteria and Conversion:**

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

**Detailed Description of Major Assignments:**

**Assignments and Projects**

- Field Instruction Learning Plan
  - The learning Plan is developed in SOWK 4176 and will be shared in student discussions in Seminar.

**Related Learning Experiences (RLE)**

- The student is expected to attend at least two professional events that pertain to social welfare. A detailed summary of each RLE will be submitted to the instructor by the student, along with supporting documents. The RLE must be pre-approved by the course instructor and may include: lectures, meetings, seminars, or conferences. Alternatively, a student intern may elect to complete a basic research/term paper on a topic of interest that is of relevance to the social work and social justice. The paper is to be written along APA guidelines, with 6 references minimum.

**Professionalism**, as described in SOWK 4176, will be discussed in Seminar throughout the course.

**Peer Consultation on Process Recordings**

- All agencies require social workers to keep confidential records of contracts with clients. The class will hold group consultation sessions to review the process recordings completed by class members. These sessions are intended to enhance your self-awareness, and your skills in interviewing, assessment, and application of theory. It is the student’s responsibility to initiate this process.

**On – Going Discussion of Class Members’ Logs**

- Instructions for Log requirements are found in SOWK 4176 Logs will be discussed during Seminar class sessions. **BRING your LOGS with you to Seminar.**
Goals and Objectives Project in 5 years and 10 years Projections

Each student is required to complete a five year and ten years future goals following the learning agreement pattern (Objectives, Tasks, and Evaluations, all with intended dates of completions). Student interns are encouraged to identify as many objectives as needed.

Due _________________

Group Invitation of Invited Expert Speaker

Students will form a group of four or five per group for invitation of a speaker to come and make a presentation to the class seminar. Further instructions will be provided by the seminar instructor.

Log Maintenance Students are to develop and maintain a log that follows the requirements specified below. All logs will be read by the instructor and returned to the student. Logs will be discussed during class Sessions in Seminar. Confidentiality is required.

Instructions This form is a suggested guideline for you to follow in completing the requirements for each of the Log Assignments. You must address all items listed but you may also expand as needed, write as much as you want and that is appropriate.

- The Log Assignments will be submitted to the Faculty Instructor
- You will also use the information from these Logs for class discussion in the Seminar.

Each specific item listed below under Log Requirements is to be written into your Logs. Make sure you include the dates covered.

Log #1 From To

Requirements Due Date: _________________

- Summary of Experiences identification / description, reactions, thoughts, feelings, relevant principles, concepts / theory
- Write about a Significant Experience identification / description, reactions, thoughts, feelings, relevant principles, concepts / theory
- Analysis of Agency / Setting Purpose / Orientation:

  1) Analysis of Agency / Setting, purpose, goals, and structure
  2) Staffing Patterns (address diversity)
  3) Services Provided
  4) Describe the Population Served by the Agency / Setting
     (address diversity, age, race, sex, ethnicity, cultural
     background, urban / rural, socioeconomic, etc.)
  5) Critique of student’s orientation to the Agency / Setting
     a. When was the student orientation completed, and by
        whom?
     b. Describe the orientation received
     c. Was the orientation adequate / inadequate? How
        could it be improved?

PRACTICUM HOURS Reporting

Period Hours: __
Cumulative Hours: __________

Log #2 From __________ To __________

Requirements Due Date: ______________

- Summary of Experiences
  identification / description, reactions, thoughts, feelings, relevant
  principles, concepts / theory

- Write about a Signification Experience
  identification / description, reactions, thoughts, feelings, relevant
  principles, concepts / theory

- Describe the Generalist Social Work Practitioner Model

- Write about the Steps of the Problem – Solving Steps. Include the
  following:

  1) Briefly describe the client’s presenting problem
  2) Identify the individual’s influence on the problem
     (micro – systems and systems theory, theories -
      Psychodynamic, Psychosocial, Humanistic)
  3) Identify family influences on the problem (mezzo systems and systems
     theory)
4) Identify social environmental influences on the problem (macro – systems and systems theory)

PRACTICUM HOURS

Reporting Period Hours: __________
Cumulative Hours: __________

Log #3 From To

Requirements

Due Date: ________________

● Summary of Experiences identification / description, reactions, thoughts, feelings, relevant principles, concepts / theory

● Write about a Significant Experience identification / description, reactions, thoughts, feelings, relevant principles, concepts / theory

● Generalist Approach: Integrating Functions
  1) Review client’s presenting problem and make and necessary adjustments
  2) General Systems Theory and it’s applicability to the client’s presenting problem
  3) Identify which Social Work functions might be applied
  4) Continue discussion of Problem Solving Steps that apply

PRACTICUM HOURS

Reporting Period Hours: __________
Cumulative Hours: __________

Log #4 From To

Requirements

Due Date: ________________

● Summary of Experiences identification / description, reactions, thoughts, feelings, relevant principles, concepts / theory

● Write about a significant Experience identification / description, reactions, thoughts, feelings, relevant, principles, concepts / theory
Social History and Service Plan

Write a narrative of a case you have worked on. Including the following key headings:

1. Brief client description, statement of presenting problem, and referral source (i.e. Jenny is a 23 year old divorced single mother who was referred by the Child Guidance Specialist at Millcreek Elementary for investigation of bruises on the buttocks of her two elementary children, Kim age 6 and Sam age 7).

2. Family History / Source of Support / Educational Background

3. Medical Problems

4. Housing / Finances / Legal

5. Summation Statement of the Problem
   - As seen by the consumer
   - As seen by the social worker

6. Service Plan
   - What is to be done and by whom; what are the outcome goals to be reached? When? How will you know that the goals have been reached?

Write a concise Termination Summary of a case you have worked with this session.

Is the agency you have been involved with achieving its goals? Why or why not?

PRACTICUM HOURS

Reporting Period Hours: __________
Cumulative Hours: __________

This completes the Log exercises.

Course Group Presentation Students will form small groups of four or five (4/5) students per a group for a Activity specialized topic area immersion activity. Guidelines for the preparation and presentation of the activity will be provided by the instructor. Presentations will be evaluated by both students’ peers and the instructor.

Course Procedures or Additional Instructor Policies

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

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

Class Attendance
The attendance policy printed in the Prairie View A&M University Undergraduate Catalogue will be followed. When a student is unable to attend class, it is the student’s responsibility to inform the professor in advance, whenever possible. It is the student’s responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates. Attendance will be taken at the beginning of each class; either through a sign-in form or a roll call and students not present at that time will be marked absent. Students who come in late are required to inform the Instructor, immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor’s permission. It is a violation of dishonesty for any student to sign-in another student in the attendance form.

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

Attendance Table, based on 40 percent attendance and class participation

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Present for all classes</td>
<td>40</td>
</tr>
<tr>
<td>Present for all but 1 class</td>
<td>35</td>
</tr>
<tr>
<td>Present for all but 2 classes</td>
<td>30</td>
</tr>
<tr>
<td>Present for all but 3 classes</td>
<td>-30</td>
</tr>
<tr>
<td>Present for all but 4 classes</td>
<td>-40</td>
</tr>
<tr>
<td>Missing more than 4 classes</td>
<td>Another 10 points will be deducted for each additional class missed OR an (F) grade</td>
</tr>
</tbody>
</table>

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

Technology Devices – Your cell phone must be in your bag during class.
Grades of (C) signify work that is marginal in nature. That is, the scholarly products or professional performances meet many but not all of the expected criteria. Grades of (D) reflect work that is unsatisfactory. That is, the products or performances do not meet several, many, or most of the criteria. It means, also, that the work fails to approach the standards of quality, expected of a future BSW-level professional.

**Semester Calendar**

<table>
<thead>
<tr>
<th><strong>Week One:</strong></th>
<th><strong>Unit 1: Orientation to Agency Settings</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Topic Description</strong></td>
<td>A. Responsibility of agency base field instructors</td>
</tr>
<tr>
<td></td>
<td>B. Responsibility of students in the agency as a practicum student</td>
</tr>
<tr>
<td></td>
<td>(See handout)</td>
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<tr>
<td></td>
<td>C. Examination of evaluative instruments used in agency</td>
</tr>
<tr>
<td></td>
<td>D. Review of agency structure and functions</td>
</tr>
</tbody>
</table>

Readings:
Assignment (s):

<table>
<thead>
<tr>
<th><strong>Week Two:</strong></th>
<th><strong>Unit 2: Professional Socialization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Description</strong></td>
<td>A. Review of Social Work values</td>
</tr>
<tr>
<td></td>
<td>B. Review of NASW and NABSW Codes of Ethics</td>
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<tr>
<td></td>
<td>C. Review basic generalist skills</td>
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<tr>
<td></td>
<td>1. Assessment</td>
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<td></td>
<td>2. Interviewing</td>
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<tr>
<td></td>
<td>3. Recording</td>
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<td></td>
<td>4. Use of Supervisor</td>
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</tbody>
</table>

Readings:
Assignment (s):

<table>
<thead>
<tr>
<th><strong>Week Three:</strong></th>
<th><strong>Unit 3: Current Issues in Social Work Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Description</strong></td>
<td>A. Applying the generalist approach</td>
</tr>
<tr>
<td></td>
<td>B. Identify the issues, which concern this seminar</td>
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<tr>
<td></td>
<td>C. Identifying segments of population affected by problems according to factors, sexual orientation, and geographical location</td>
</tr>
</tbody>
</table>

Readings:
Assignment (s):

<table>
<thead>
<tr>
<th><strong>Week Four:</strong></th>
<th><strong>Unit 4: Integrating Class and Practicum Experiences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Description</strong></td>
<td>A. How practicum is related to Human Behavior and the Social Environment</td>
</tr>
<tr>
<td></td>
<td>B. Social policy issues and field practicum</td>
</tr>
<tr>
<td></td>
<td>C. Practice principles and individual practicum settings</td>
</tr>
<tr>
<td></td>
<td>D. How research interfaces with instruction</td>
</tr>
</tbody>
</table>

Readings:
Assignment (s):
Weeks Five:  Unit 5: Integrating Social Work Knowledge  
**Topic Description**
A. Case examples of Human Behavior and the Social Environment  
B. Case examples of policy related factors  
C. Case examples of Practice skills  
D. Case examples of Research issues

Readings:  
Assignment (s):  

Weeks Six:  Unit 6: Issues in Social Work Related to Other Special Populations  
**Topic Description**
A. The Aged  
B. Handicapped Person  
C. Sexual Orientation Issues in Practice

Week Seven:  Unit 7: Issues in Social Work Related to Ethnic Groups  
**Topic Description**
A. African Americans  
B. Hispanics  
C. Native Americans  
D. Asians  
E. European Americans

Readings:  
Assignment (s):  

Week Eight:  Unit 8: Social Work Values – NASW  
**Topic Description**
A. Confidentiality  
B. Right to Self Determination  
C. Client Participation  
D. Worth and Dignity of All People  
E. Purposefulness of Behavior  
F. Non – Judgmental Approval  
G. Art of Listening  
H. Other Values and Principles  
1. Societal Values  
2. Client Values

Readings:  
Assignment (s):  

Week Nine:  Unit 9: Ethical Bases of Social Work  
**Topic Description**
A. Functions of Professional Codes of Ethics  
B. NASW Code of Ethics  
C. NABSW Code of Ethics  
D. Case of Examples of Issues Involving Ethics
Readings:
Assignment (s):

Weeks Ten: Unit 10: Social Work Licensing
Topic Description
A. What is Social Work Licensing?
B. The Application
C. The Examination
D. Exercise in Preparation

Readings:
Assignment (s):

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Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [https://www.pvamu.edu/library/](https://www.pvamu.edu/library/) Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and testtaking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, CampusWide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-2611040
**Writing Center**
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

**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 provides assistance to 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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

**Testing**
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

**Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

**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. 323. Phone: 936-261-3563

**Office for Student Engagement**
The Office for Student Engagement delivers comprehensive programs and services designed to meet the cocurricular 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
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: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
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. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.
Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not
be tolerated. Any member of the university community violating this policy will be subject to disciplinary
action.

Title IX Statement
Prairie View A&M University (PVAMU) 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 sex- or gender-based
discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you
to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member
must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding
non-discrimination policies and can assist you with understanding your options and connect you with on-
and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite
013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced
or in 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 rests 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 Undergraduate 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 7; Mac with OS X; 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, Internet Explorer or Firefox **Note:** Be sure to enable Java & pop-ups in the Web browser preferences

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

• Sending and receiving email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

**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 discussions boards. Foul or abusive language will not be tolerated.

**Technical Support:**

Students should go to [https://mypassword.pvamu.edu/](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 Office of Distance Learning at 936-261-3283

**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 take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application 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, it/they should be copied and pasted to the discussion board.

**CONFIDENTIALITY**

Field Instruction and Seminar are structured to provide a safe atmosphere for open discussion of professional, academic, and personal issues, which will lead to the development of a unique practice style on the effective use of self. Perhaps the most important element in creating a safe climate is open and direct communication. This is accomplished by listening with an open mind to what others have to share in the group and by being conscious of not monopolizing discussion and interrupting others.
Confidentiality is hallmark of our profession. Members agree not to repeat what has been said in the seminar outside of it. Confidentiality is covered by the NASW Code of Ethics. Breach of confidentiality is grounds for removal from field and/or the Seminar course.
RECOMMENDED BIBLIOGRAPHY


