



PRAIRIE VIEW
A&M UNIVERSITY

SYLLABUS

SOWK 2313 (Z02) Social
Work with Children
and Families
Spring 2024

Instructor:	Kenshara Cravens, LMSW, CCM, LCDC (CI) PhD
Section # and CRN:	SOWK 2313, Z01-10785
Office Location:	W. R. Banks Suite 234
Office Phone:	936-261-1670
Email Address:	kmcravens@pvamu.edu
Office Hours:	Monday 11am, and By Appointment VIA Zoom
Mode of Instruction:	<i>Online Asynchronous</i>
Course Location:	Canvas
Class Days & Times:	Virtual
Catalog Description:	Examination of social and cultural constructs of childhood including history and development of child welfare services; childhood developmental stages; social policy relevant to children, families, and their well-being; assessment, intervention, and direct services for children and families.
Prerequisites:	None
Co-requisites:	None
Required Text(s):	Crosson-Tower, Cynthia. (2012). (7th ed). Exploring Child Welfare: A Practice Perspective. New York, NY: Pearson Publication Manual of American Psychological Association (APA) (2020) (7th Ed.). Washington D.C.: American Psychological Association (Recommended Writing Manual)
Recommended Text(s):	Clark-Baldwin, T. & Spears, B. A. (2020). Children & Families: A Social Work Practice. Toronto, ON: Top Hat Monocle. Available from https://app.tophat.com/marketplace/social-science/sociology/full-course/children-and-families-a-social-work-practice-perspective-tamika-baldwin-clark-phd-lcsw-s-lcdc-beverly-a-spears-phd

[maw/4255/](#)

Student Learning Outcomes:

By the end of this course, you will be able to:

1. Explain the social and cultural constructs of childhood and the history and development of child welfare services.
2. Identify the most common difficulties encountered by children and families and what the evidence tells us about the multiple causes of these problems, and the role that cultural differences play in the expression of these difficulties.
- 3 Explain the process of assessment and intervention with children and their families and how this process is integrated into choosing empirically supported interventions that are effective with specific kinds of problems.
4. Recall the social policies relevant to children and their families, as well as service settings such as foster care and residential services; their strengths and weakness of each; and the differences in application across practice settings.
5. Identify direct services available for children and families, how to choose from one of these interventions, the role of culture in the application of these interventions, and opportunities for practicing skills.
6. Discuss the social and cultural constructs of childhood including history and development of child welfare services; childhood developmental stages; social policy relevant to children, families, and their well-being; assessment, intervention, and direct services for children and families.

CSWE Social Work Competencies: (<http://www.cswe.org/Accreditation.aspx>) Are Core competencies/
Program Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Social Work Competencies
1	Apply critical thinking skills within the context of professional social work practice.	E.P 2.1.3	1
2	Identify the value base of the profession and its ethical standards, principles, and practices accordingly.	E.P 2.1.2	1
3	Apply knowledge and an understanding of the processes of prejudice, oppression, and discrimination, skills, and strategies, and social change that advances social and economic justice.	E.P. 2.1.5	3, 5
4	Use values, knowledge, and skills of generalist social work practice when working with clients of diverse race/ethnicity, gender (including transgender), social class, age marital status, religious beliefs, and sexualorientation	E.P. 2.1.4	2,3,6,7,8,9

5	Apply the knowledge and skills of generalist social work perspectives to practice with individuals, families, groups, organizations, and communities	E.P. 2.1.7; E.P. 2.1.10	6, 7, 8, 9
6	Apply knowledge of Human Behavior and Social Environment across the life span	E.P. 2.1.7	7
7	Analyze existing social policies, and create and advocate for the client populations and/or service delivery	E.P. 2.1.8	3, 5
8	Use knowledge of research and statistics for a critical evaluation of one's practice to become a more effective practitioner	E.P. 2.1.6; E.P.2.1.10b	4, 9
9	Use communication skills appropriately when working with the individual, family, group, organization, communities, and professional colleagues	E.P. 2.1.3	2,4,5,6,7,8,9
10	Use supervision and consultation to guide professional judgment, and behavior for appropriate social work practice	E.P. 2.1.1	1

Major Course Requirements

Method of Determining Final Overall Course Grade

Course Grade Requirement	Value	Total
1. Exam 1	15 %	15
2. Exam 2	15%	15
3. Chapter's Quizzes=Exam3	15%	15
3. Genogram	10%	10
4. Group Research Paper	15%	15
5. Discussion Board Forum/	15%	15
6. Group Presentation	10%	10
7. Participation and Attendance	5%	5
Total:	100%	100

Course Grade Requirement Table

Grading Criteria and Conversion:

- A = 100-90
- B = 89- 80
- C = 79-70
- D = 69-60
- F = 59-below

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

LATE WORK WILL BE SUBJECTED TO A ONE-POINT DEDUCTION FOR EACH DAY PAST THE DUE DATE INCLUDING THE WEEKENDS! DO NOT email me your assignments.

You must submit it to CANVAS. The best practice is to turn in your assignments early (especially to account for technical difficulties and life issues, e.g. emergencies).

If an assignment is due by 11:59 pm on a Monday, then turning it in at 12:01 am on Tuesday is late and a point will be deducted from the final grade.

ALL ASSIGNMENTS WILL BE TURNED IN ON CANVAS AND ARE DUE ON THE DUE DATE LISTED BY 11:59 PM ON E-COURSES.

Students can expect feedback and grading of assignments and exams within one week unless otherwise noted.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
1. Exams	<p>There will be two examinations which will include materials covered from the textbooks, lectures, and readings. Examinations are multiple-choice questions and/or short answer questions. Quizzes in Clark-Spears, digital book sores will be combine and served will be counted as the third exam.</p>
2. Genogram	<p>In constructing the genogram, identify yourself as the “index person” and complete the genogram on your family.</p> <p>Focus: The focus of this genogram will be on <i>family strengths and resilience, family patterns, rules, or ways of being, and the overall health of the family</i>. Of course, you should also address any issues and concerns that may be discovered; however, do not make the genogram problem-focused, even though this is typically how it is used in counseling.</p> <p>Construction: You will submit your genogram through the assignment manager via GenoPro, found by clicking the “assignments” button. This submission will come in as a GenoPro document. You will also need to attach your narrative on an MS Word document. Make sure to include the following items:</p> <p>Two preceding generations—that is, the genogram must include the index person, his/her parents, and his/her grandparents (three generations, in all). It would also be imperative that, in the event of the index person being involved in a marital or significant relationship, mention must be made of the significant other involved, including their immediate families, such as their parents, siblings, and children. In the case where the index person is either a parent or a grand-parent, his/her children must be included in the genogram.</p> <p>-Use the symbols as illustrated within the GenoPro software to indicate thenature of many of the relationships among family members. Be sure to indicate yourself as the index person by drawing a double circle or double square around yourself. Do not forget to include the current date on your genogram.</p> <ul style="list-style-type: none"> · Use the relationship lines to indicate significant relationships within the family system. Do not use the “normal” line provided by GenoPro. This onlycrowds the graphic and makes it difficult to read. · Include a legend at the bottom right corner of the genogram document.The legend must only include items represented on the genogram. <p>To make it easy to understand, ensure that there are notes on the genogram graphic regarding people, family events, etc., in their appropriate places (for example, on the side of a relevant person or generation). Even though this is not required for the successful completion of the assignment,</p>

	it may be helpful to interview other family members about important areas of their family history. It would also be a good idea to include labels (a word or two will do) about each family member's strengths —especially those that are either known by the index person or have a relevant connection to them.
Group Research Paper	This is a group assignment. Students will form a group with 2 to 4 members. Students will conduct research and critically analyze a chosen issue that particularly impacts ethnic and racial, or multicultural children and families. For example, issues may be related to single parenting homes, poverty, incarceration, teen pregnancy, foster care, adoption, family preservation, unemployment, education, addictions, housing, or homelessness, The research should address the prevalence of the issue, the effects on families and children, cultural implications (why this issue particularly affects racial, ethnic, and multicultural families), the role of the professional social worker in addressing the issue, current intervention techniques, and implications for the social work profession. Students must submit their research topic for approval by the 4th week of class. The research paper should be 6-8 well-written pages.
3. Group Presentation	Group Presentations: The research groups will present their research paper via a zoom video using a PowerPoint Presentation. The presentations should present findings on the topic, relevant, interesting, and convey useful information about the research topic. The presentation should last approximately 30 minutes, Please be as creative as you would like. Groups can elect to submit their video Presentation in Weeks 12-14..
4. Discussion Board Forum	Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 250 words, demonstrate course-related knowledge, and include at least 1 reference or theory to back your viewpoint. In addition to the thread, the student is required to reply to 1 other classmate's threads. Each reply must be at least 150 words. All threads and replies must be in the current APA format.
5. Chapter Quizzes	Each chapter in Baldwin-Clark & Spears' book consists of questions related to the topic area. Each quiz will cover the reading and study material for the assigned module week. To ensure that you are comprehending the material presented, students are asked to complete the quiz. An immediate response of correct or incorrect will be given and also quiz scores will be provided. Each quiz will be open-book/open-notes, contain 5 to 10 multiple-choice questions and have a 15-minute time limit. Scores from Top Hat will be exported into the Canvas grade book (a cumulative score) that comprises the chapter quizzes that will equate to Exam 3 grade.
6. Attendance & Participation	Attendance & Participation are measured by physical class attendance or enter Canvas for 3 hours per week and submission of required assignments within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, quizzes on TopHat, etc.) or initiating any communication with the professor regarding an academic subject.

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

Classroom Policy

- 1. PVAMU expects perfect attendance.** While unnecessary absences are discouraged, the instructor recognizes that, on occasion, students may have legitimate reasons for being absent from class. Each student has the responsibility to confer with the instructor regarding all absences or intended absences. Students with military reserve duty or other special needs are responsible for notifying the instructor of their special circumstances. University officials expect students to attend all classes. ***A note about absences:*** In addition to missing an entire class, late arrivals and early departures will contribute to the number of absences. A student may not miss more than 3 classes (excused or unexcused). **If you have more than three (3) absences, you cannot pass this course.**
- 2. Class participation/professionalism.** Students are responsible for a collaborative learning process in which each student serves as a resource for the learning of others. This course is part of the practice course sequence and designed to help students develop, strengthen, and enhance their practice skills as clinical social workers. Practice classes are conducted and taught in an interactive mode. Therefore, it is necessary and required for students to participate verbally in class discussions and to interact with fellow students through role-playing, group discussions, and the analysis of interventions as they relate to individuals. Participation includes demonstrating critical thinking, active learning, development, and use of listening and speaking skills needed for career success, and the ability to join a discipline's conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions and asking questions about the readings and lectures. Class participation will be evaluated based on students' engagement in the learning process. This includes attendance and preparation for learning, involvement in-class activities, contributions, online discussions, and role- playing.
- 3. Professional conduct and civility in the classroom.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for others' opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

4. ***Electronics in the Classroom.*** Cell phone use, including calls and texting, is not allowed during class time. Please turn off cell phones and put them away. If you are on-call for your employment, please notify the instructor and place your phone on vibrate. If you are observed working on tasks unrelated to the course on your computer, you will be asked to put your computer away. If you continue to engage in non-class-related work in class, you will be asked to leave the classroom and marked as absent.

5. ***Classroom confidentiality.*** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.
6. ***Class assignments are required.*** Students are responsible for completing the assignment according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted after the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted. of the APA style are in the *Publication Manual of the American Psychological Association*, 6th Edition.

Academic Integrity.

All written work should reflect graduate-level use of grammar, spelling, and organization of material. Students whose work does not meet graduate-level writing quality will be required to consult with the PVAMU Writing Center. In addition, papers are to be free of plagiarism. Plagiarism is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

Class Participation:

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

Communications, Activity Feedback:

As this is a hybrid/online (zoom assisted) course, email is the preferred method of communication. Please check your PV and Canvas email daily (preferably twice a day). If you are aware of any issues that may affect your ability to check

and/or respond to any of these forums regularly, or to submit assignments by the due date deadlines, please contact me ahead of time. If the preferred methods become unavailable and as an alternative method, please contact me by calling my office number, and leave a message which I will receive via email. If your email requires a reply, you will typically get a response within 24 hours, except for weekends; weekends response time within 48 hours is expected. A zoom conference can be scheduled by appointment.

	Semester Calendar
Week 1:	Introduction to the Course Syllabus Let Get Acquainted with a Personal Introduction Tips for Making a Personal Video
Week 2	Module 1 Overview & Objectives Chapter 1 Introduction to Working with Children and Families & Quiz Clark & Spears Children: Our most Important Resource Crosson PowerPoint Discussion #1: Icebreaker , Children Most Important Resource Review Study Questions
Week 3	Module 2 Overview & Objectives Chapter 2 Defining Today's Family & Quiz Clark & Spears Changing Families Crosson PowerPoint Discussion #2 Defining Family Review Study Questions Form Groups for Research Project & Presentation
Week 4	Module 2A: Overview & Objectives What is a Genogram PowerPoint Genogram Symbols Genogram Genogram Creator Select Research Topic
Week 5	Module3: Overview & Objectives Chapter 3 & Quiz: Children and Families in the Military Clark & Spears Children Against the Backdrop of War Crosson PowerPoint Discussion #3 Military Children & Families Review Study Questions
Week 6	Module4: Overview & Objectives Chapter 4 & Quiz: Children Living in Poverty Clark & Spears Children & Families in Poverty Crosson PowerPoint Discussion #4 Children & Families in Poverty Review Study Questions
Week 7	Mid-Term Review for Exam Exam1

Week 8	<p>Module 5: Overview & Objectives Chapter 5 & Quiz: Violence Among Children Clark & Spears The impact of Violence and Addiction on Children Crosson PowerPoint Discussion #5 Violence Among Children Review Study Questions</p>
Week 9	<p>Module 6: Overview & Objectives Chapter 6 & Quiz: Children in School Settings: Clark & Spears Trauma-Sensitive Educational Settings Crosson PowerPoint Discussion #6 Children in School Settings Review Study Questions</p>
Week 10	<p>Module 7: Overview & Objectives Chapter 7 & Quiz: Substance Use: Clark & Spears Discussion #7 Substance Us Review Study Questions</p>
Week 11	<p>Module 8: Overview & Objectives Chapter 8 & Quiz: Teen Pregnancy: Clark & Spears Teen Pregnancy Crosson PowerPoint Discussion #8 Teen Pregnancy Review Study Questions Research Paper Due</p>
Week 12	<p>Module 9: Overview & Objectives Chapter 9 & Quiz: Foster Care/Adoption/Residential Care Clark & Spears Child Abuse & Neglect: Protecting Children Crosson PowerPoint Child Placement Crosson PowerPoint Children in Family Foster Care Crosson PowerPoint The Adoption of Children Crosson PowerPoint Children in Residential Settings Crosson PowerPoint Discussion #9 Foster Care/Adoption/Residential Care Review Study Questions</p>

Week 13	Module 10: Overview & Objectives Chapter 10 & Quiz: Children Rights and the Future of Social Workers Working with Children Clark & Spears Juvenile Court justice: Promoting the Rights & Welfare of Children & Families Crosson PowerPoint Children Our Future: Protecting Children Crosson PowerPoint Discussion #10 Children Our Future Review Study Questions
Week 14	Group Presentations
Week 15	Group Presentations Review for Final Exam
Week 16	Final Exam

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 the 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. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

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 the student is unsure of the best resource for their needs. Some students are supported by faculty advisors 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. You can find your advisor's location by academic major at the [Academic 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 is offered face-to-face in the [UTC, in virtual face-to-face sessions](#), and through [online sessions at PVPlace](#). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: [University Tutoring Center](#).

The Writing Center

The Writing Center provides well-trained peer tutors that 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 as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: [The Writing Center](#); [Grammarly Registration](#).

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 Alert helps 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 PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: [Academic 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 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: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: [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, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: [Testing Services](#).

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 hardware and software, adapted furniture, proctoring of 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: [Disability Services](#).

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-assisted, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Webpage](#); Phone: 936-261-3283.

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; Website: [Veteran Affairs](#).

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: [Office for Student Engagement](#).

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, 2nd floor; Phone: 936-261-3570; Website: [Career Services](#).

University Rules and Procedures

Academic Misconduct (See Student Planner)

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 Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

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. **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.
4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery**: Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a

counterfeit document, particularly documents which make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)

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, or (2) the ability of students to benefit from the instructional program, or (3) 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 Office for Student Conduct 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 at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at the [Title IX Webpage](#) 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 condition, 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. More information can be found at this [webpage](#).

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 936-261-1744 or 1792.

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 University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

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

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

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 emails
- 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 discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support

Students should go to the [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 (CIITS) 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 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 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.

Bibliography

- Changes to the NASW Code of ethics and school social work. (2018). *School Social Work Journal*,42(2). Retrieved from Questia.
- Chavkin, N. F. (1993). The use of research in social work practice: A case example from school social work. Westport, CT: Praeger. Retrieved from Questia.
- Chung, W. S., & Pardeck, J. T. (1997). Explorations in a proposed national policy for children and families. *Adolescence*,32(126), 429. Retrieved from Questia.
- Early, T. J., & GlenMaye, L. F. (2000). valuing families: social work practice with families from a strengths perspective. *Social Work*,45(2). Retrieved from Questia.
- Gitterman, A. (Ed.). (2001). Handbook of Social Work Practice with Vulnerable and Resilient Populations (2nd ed.). New York: Columbia University Press. Retrieved from Questia.
- Gregoire, K. A., & Schultz, D. J. (2001). Substance-abusing child welfare parents: treatment and child placement outcomes. *Child Welfare*,80(4), 433. Retrieved from Questia.
- Jewell, K. S. (2003). *Survival of the African American family: The Institutional Impact of U.S. Social Policy*. Westport, CT: Praeger. Retrieved from Questia.
- Johnson, L. M. (1997). Children in families at risk: maintaining the connections. *Journal of Marital and Family Therapy*,23(4), 480. Retrieved from Questia.
- Kufeldt, K. (2005). Parenting Assessments In Child Welfare Cases: A Practical Guide. *Canadian Psychology*,46(2), 105. Retrieved from Questia.
- Lightfoot, E. (2014). Children and Youth with Disabilities in the Child Welfare System: An Overview. *Child Welfare*,93(2), 23. Retrieved from Questia.
- Maluccio, A. N., Pine, B. A., & Tracy, E. M. (2002). Social work practice with families and children. New York: Columbia University Press. Retrieved from Questia.
- Moore, K. A. (2001). Time to Take A Closer Look at Hispanic Children and Families. *Policy & Practice of Public Human Services*,59(2). Retrieved from Questia.
- Moss, P., & Petrie, P. (2002). From children's services to children's spaces: public policy, children and childhood. london: routledgefalmer. Retrieved from Questia.
- Newcomb, C. (2003). Demographic and economic characteristics of children in families receiving social security. *Social Security Bulletin*,65(2), 28. Retrieved from Questia.
- Palmer, G. (2000). Resilience in child refugees: an historical study. *Australian Journal of Early Childhood*,25(3). Retrieved from Questia.
- Petr, C. G. (2003). Social Work with Children and Their Families: Pragmatic Foundations (2nd ed.). New York: Oxford University Press. Retrieved from Questia.
- Rivera, M., & Sullivan, R. (2015). Rethinking Child Welfare to Keep Families Safe and Together: Effective Housing-Based Supports to Reduce Child Trauma, Maltreatment Recidivism, and Re-Entry to Foster Care. *Child Welfare*,94(4), 185. Retrieved from Questia.

Walker, J. (2018). *Unspoken words: From a daddyless daughter. "A diary of a broken dream"*. Jones House Publishing.

Waites, C. (Ed.). (2008). *Social Work Practice with African-American Families: An Intergenerational Perspective* (Social Work Practice in Action). New York: Routledge. Retrieved from Questia.

Warren, C., & Cannan, C. (Eds.). (1997). *Social action with children and families: A Community Development Approach to Child and Family Welfare*. London: Routledge. Retrieved from Questia.

Welbourne, P. (2012). *Social work with children and families: developing advanced practice* (Post-Qualifying Social Work). New York: Routledge. Retrieved from Questia.

Zambrana, R. E., & Dorrington, C. (1998). Economic and social vulnerability of latino children and families by subgroup: implications for child welfare. *Child Welfare*,77(1), 5. Retrieved from Questia.