



**SOWK 3314 (P02): Human Behavior in the Social
Environment II Spring 2024**

Instructor:	Professor Paisley Small
Section # and CRN:	SWOK 3314 P02-23560
Office Location:	242 W.R. Banks
Office Phone:	936-261-1674
Email Address:	ppsmall@pvamu.edu
Office Hours:	by Appt or Via Zoom – MW 11:00-11:50
Mode of Instruction:	Face To Face
Course Location(s):	Hobart Thomas Taylor 2B221
Class Days & Times:	MWF 12:00 PM -12:50 PM
Catalog Description	<p>Continuation of the person in the environment emphasizing theoretical orientation, building understanding, and knowledge of human behavior as influenced by bio-psycho-social factors. Emphasis on current perspectives on adulthood and aging, and theories helpful for understanding work with individuals in the context of their social environment.</p> <p>This course is part of a two-course sequence of Human Behavior and Social Environment. The second course examines human behavior using a multidimensional framework. It will explore the biological dimension and the social factors that affect human development and behavior. It encourages the student to connect with their personal experiences with social trends to recognize the unity of the person and the environment. This course examines the theoretical basis for understanding groups, organizations, & communities as it impacts individual behavior in the environment. Emphasis is placed on providing students with theoretical knowledge which can then be applied to assessing and intervening with mezzo and macro client systems. It will emphasize culture and diversity, immigration, neuroscience, and the impact of technology Case studies will be used to illustrate a balanced breadth and depth of coverage to help the student to apply theory and general social work knowledge to unique practice situations.</p>
Prerequisites:	
Co-requisites:	
	<p>Course Prerequisites: For this course is for Social Work majors and/or minors and the student must have taken SOWK 3133 Human Behavior and the Environment I.:</p>

SOCG 1013, SOCG 2003, PSYC 1113, BIOL 1054, BIOL 1113 & BIOL 1111, and SOWK2113.
Co-requisites: SOWK 3123 and SOWK 4133. Restricted to Social Work majors.

Required Texts:

Hutchison, E. D. (2019). *Dimensions of Human Behavior: Person and Environment, Sixth Edition*, Sage Publication, Inc., Thousand Oakes, CA.

Additional materials required for this course are included in Packback. Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

A student's resources service providing access Refer to www.packback.co/product/pricing for more information.

Publication Manual of American Psychological Association (APA) (2010) (6th Ed.). Washington, D.C.: American Psychological Association. (Recommended Writing Manual).

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Apply critical thinking skills within the context of professional social work practice.	(E.P. 2.1.3)	
2	Identify the value base of the profession and its ethical standards, principles, and practices accordingly.	(E.P. 2.1.2)	
3	Apply knowledge 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)	
4	Use of values, knowledge, and skills of generalist social work practice when working with clients of diverse race/ethnicity, gender (including transgender), social class, age marital status, religious beliefs, and sexual orientation.	(E.P. 2.1.4)	
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	Apply knowledge of Human Behavior and Social Environment across the life span.	(E.P. 2.1.7)	
7	Analyze existing social policies and create and advocate for client populations and/or service delivery.	(E.P. 2.1.8)	

	Use knowledge of research and statistics for a critical evaluation of one's own practice to become a more effective practitioner.	(E.P. 2.1.6; E.P. 2.1.10b)	
	Use communication skills appropriately when working with an individual, family, group, organization, communities, and professional colleagues.	(E.P. 2.1.3)	
	Use supervision and consultation appropriate to social work practice.	(E.P. 2.1.1)	
	Function within the structure of the organization and service delivery systems and seek necessary organizational change.	(E.P. 2.1.9)	

Revised 02/26/21

The goal of this course is to...

1. Assist students in recognizing their own emotional and cognitive reactions to a case study.
2. Outline the elements of a multidimensional person-in-environment approach to human behavior.
3. Advocate for an emphasis on diversity; inequality; social, economic, and environmental justice; and a global perspective in social work’s approach to human behavior.
4. Summarize four ingredients of knowing how to do social work.
5. Analyze the roles of theory and research in guiding social work practice.
6. Apply knowledge of the multidimensional person-in-environment framework; diversity; inequality; and the pursuit of human rights and social, economic, and environmental justice to recommend guidelines for social work engagement, assessment, intervention, and evaluation.

Add other objectives or specialized accrediting agency requirements as needed.

Major Course Requirements

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

- Exams – written tests designed to measure knowledge of presented course material**
- Exercises – written assignments designed to supplement and reinforce course material**
- Projects – web development assignments designed to measure the ability to apply presented course material**
- Class Participation – daily attendance and participation in class discussions**

Course Grade Requirement	Value	Total
Instrument	Value (points or percentages)	Total
Examination 1 Examination 2 Exam 3- Final	60%	60
Group Paper: The Person in the Environment	20%	20
Discussion Board Via PackBack Platform	15 %	15
Class Attendance & Participations	5 %	5
Total:	100%	100

Grading Criteria and Conversion:

A = 100 –
90pts; B = 89 –
80pts; C = 79 –
70pts; D = 69 –
60pts;
F = 59pts or below

Course Requirement

Discussion Board Weekly

Examination #1: (Chapter 1-

4) 02/23/2024

Submission of Group Names & Topic- Feb. 19, 2024

Group Project: April 8th, 10th, 15th, 17th 2023

**Person in the
Environment Presentation:**

**Exam #2: March 4, 2024
(Chapter 5-10)**

**Examination #3: March 26, 2024
(Chapters 10-14)**

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.

Assignment Title or Grade Requirement	Description
Group Paper: Person in the Environment	<p>Working together as a team is something one must learn to be a part of the working world. This is a group writing assignment. Three to four students will become a team. Now, human behavior in the social environment is determined by the interplay of personal, environmental, and time dimensions that impact people at different levels and stages in their lives. It forms a collection of behaviors and influences by attitudes, culture, ethical hypnosis genetics, and rapport which dictate the ability of the people to live with others harmoniously and be productive in Society (Roberta 2008). Your team will develop a written 8 to 10-page paper on a current social problem and explain how it affects the livelihood and development of the person's human behavior in the social environment. Underscore the essence of the multiple dimensions of the person, the dimensions of the environment, and the multidimensional approaches for social work. Your paper should address the following:</p> <p>Identify a current social problem or a problem in which the person(s) is</p>

affected, discuss the dimension of the person(s), (the biological person, the psychological person, and the Psychosocial Person, and the spiritual person). The next section needs to focus on the multiple dimensions of the environment, the physical environment, culture, social structure, and social Institution, the family, small groups, and formal organizations. And, the third part is the conclusion. Each team should conclude their paper with the importance and a description(s) of a multifaceted social work approach from a mezzo and macro generalist practice for this client/problem.

Exams

There will be three examinations which will include materials covered from the textbook, online lectures, videos, PowerPoints, and readings. Examinations are multiple-choice questions and/or short answer questions. Exams will be eCourse form. Exams are online at a given time. **Internet is required for CANVAS access.**

Discussion Form & Discussions Questions:

Participation is a requirement for this course, and the Packback Questions platform will be used for an online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Requirements:

Your participation on Packback will count toward 15% of your overall course grade.

There will be a Weekly Sunday at midnight CST deadline for submissions. To receive your points per week, you should submit the following per each deadline period:

- 1 open-ended Question per week with a minimum Curiosity Score of 55, each worth 4pts of each assignment grade
- 2 Responses per week with a minimum Curiosity Score of 55, each worth 6pts of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

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.

Formatting Documents:

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

Exam Policy

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

Course Requirements & Evaluation Methods

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

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

Attendance will be taken at the beginning of each class and students who do 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 to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

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

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

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

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

Number Greater Than Excused Absences	Points Earned
1	4
2	3
3	2
4	1
5 or more	0

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.

Semester Calendar

Week 1:

Topic Description: Chapter 1: A Multidimensional Approach for Multifaceted Social Work

Readings: MWF: Human Behaviors: A Multidimensional Approach

Assignments: (1) Activity: Ch 1: Joshua Manking a New Life
(2) Watch **Video 1.1 Video 1:** [Dan Ariely: Predictably Irrational](#)

Week 2:

Topic Description: Chapter 2: Theoretical Perspective on Human Behavior

Readings: MWF: Dimensions of Human Behaviors:

Discussion Board & Question, Packback

Chapter 2: (1) **Activity:**

Video 2: [Maslow’s Hierarchy of Needs](#)

Description: A 3-minute preview of the full-length documentary entitled *Maslow’s Hierarchy of Needs*. Comments by scholars and educators in a cross-section of disciplines highlighting how the hierarchy of needs theory relates to such disciplines as business and psychology.

Week 3:

Topic Description: The Multiple Dimension of Person: The Biological
 Person Reading: MWF Dimensions of Human Behaviors:
 Chapter 3:Case study 3.1, Cheryl’s Legs and Heads, Case
 Study

Assignment:

(1) **Watch Video: 1:** [NYT Health Video: Ralph & Dementia](#)

Description: Ralph Wenzel, a retired football player, has dementia that his wife believes was caused by hits he sustained during his NFL career.

Video 2: [NYT Health Video: Million Dollar Babies](#)

Description: The Masters and Stansel's underwent fertility treatments to conceive one child, but perverse emotional and economic incentives drove them to accept the greater risks and costs of multiples.

Video 3: [NYT Health Video: Dominique & Type I Diabetes](#)

Description: Learning to manage type I diabetes can be difficult. Dominique Corozzo, 16, discusses the challenges of her diagnosis and how she copes with the disease.

Week 4:

Topic Description: The Psychological Person, (Cognition, Emotion, and Self)

Reading: MWF: Dimensions of Human Behaviors: Person in the Environment
 Chapter 4: The Psychological, (Cognition, Emotion, and Self)

Assignment: (1) **Video 1:** [Thomas Campbell on Emotions and Suicide](#)

Description: Physicist and consciousness researcher Thomas Campbell discusses the nature of reality in terms of consciousness. This video logically and scientifically explains the normal and the paranormal, mind and matter, physics and metaphysics, philosophy and theology.

Discussion Board & Question, Packback

Week 5: Reading: MWF: Dimensions of Human Behaviors: The Psychological

**Person:
 Assignment:**

MWF: Posting of Review Chapters 1- 4

Assignment: Answer Review Questions

W: Review Chapters 1- 4 for the exam.
Exam 1: (Chapters 1-4)

Week 6: **Assignment:** Case Study 5.1 Dan's Coping Strategies
The Multiple Dimensions of Environment
Reading: MWF Dimensions of Human Behaviors:
Assignment: Psychosocial Person: Relationships. Stress and Coping
Reading: MWF: Dimensions of Human Behaviors:
Chapter 5: Psychosocial Person: Relationships., Stress and Coping
Discussion Board & Question, Packback

Week 7:
Topic Description: Chapter 6: The Spiritual Person
The Multiple Dimensions of Environment
Reading: MWF Dimensions of Human Behaviors:
Environment Case Studies 6.1 Caroline's Challenging
Assignment: **Description:** A *National Geographic* video of the Sudanese Lost Boys. Watch the Lost Boys experience for the first time what most Americans take for granted as they gain valuable insight into American norms.

Week 8
Topic Description: Cultures: Chapter 7
Reading: Chapter 7: The Physical Environment
(1) **Video 1: [A Sense of Place and Community](#)**

Activity: Case Study. Ch 7.1,
Ben Watson Changing Experience with the Physical Environment
DiscussionBoard & Question, Packback

Week 9:
Assignment: MWF: Dimensions of Human Behaviors: Chapter 8: Cultures
(1) (a) Watch Video:
(2) **Case study 8.1 Rubina Living Across Cultures**

Video 1: [The Icing on the Cake](#)

Description: A two-minute short animated story about Blanca Alvarez and her husband, who risked crossing the border to immigrate to the United States, and then struggled to make ends meet. They hoped to shelter their children from these harsh realities, but Blanca’s daughter Connie reveals how much children can see of their parents’ lives—and the inspiration they draw from their parents’ struggles.

Video 2: [Immigration: On the Border](#)

Description: Promo for the series dealing with issues on immigration from both sides of the fence: the treacherous conditions migrants face while trying to cross into the United States; danger for the children of immigrants who are left behind; and the vigilante Americans who patrol the border. The series is available in most university libraries.

Week 10	Topic Social Structure and Social Institutions global and National
Reading:	MWF: Dimensions of Human Behaviors: Person and in the Environment Chapter 9: Social Structure and Social Institutions global and National
Assignment:	(1)(a) Activity: Class Activity (2)(b) Activity: Case Study: 9.1 Leticia Renteria’s Struggle to make it into the United States Questions Discussion Board & Question, Packback
Week 11:	Dimensions of Human Behaviors: Families and Small Groups Topic Description: Families Reading: MWF: Dimensions of Human Behaviors: <u>Chapter(s) 10:</u> Assignment: (1)(a) Activity: Video 1: Family Systems Perspective in Therapeutic Action Description: The family systems perspective focuses on the family as a social system. In this clip, Kenneth Hardy explains how he uses this approach with clients in family therapy. (2)(b) Video 2: Group Counseling with Children Description: The University of Idaho Counseling and School Psychology Program presents a mock children’s counseling group, including a brief overview of the basic concepts and a video demonstration of the stages of groups with children. Both a 5-minute overview and a full 54-minute video are available (Flash Player required). (3)(c) Activity: Case Study: 10.1 The Sharpe Family’s Deployment Adjustments

Posting and Review Chapter 6-10

- Week 13** Assignment:
Dimensions of Human Behaviors: Families and Small Groups
Topic Description: Small Groups
Reading: MWF: Dimensions of Human Behaviors: Chapter(s) 11
- Week 14** Assignment:
Dimensions of Human Behaviors: Families and Small Groups
Topic Description: Formal Organizations
Reading: MWF: Dimensions of Human Behaviors: Chapter(s) 12
Questions **DiscussionBoard & Question, Packback**
- Week 15** Assignment:
Dimensions of Human Behaviors: Families and Small Groups
Topic Description Communities and Social Movements
Reading: MWF: Dimensions of Human Behaviors: Chapter(s) 13 &14
- Week 16- Finals Exam TBA**

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. <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 Description Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking 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, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261- 1040

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 online 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 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 by 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 services 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, Live scribe, 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 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

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

campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such Revised 02/26/21

(1) 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, some individuals 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 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 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

- The 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 basic proficiency in the following computer skills:

- Sending and receiving email
- 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.

Revised 02/26/21

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.

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 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.

Revised 02/26/21

Bibliography

- Abelev, M. S. (2009). Advancing out of poverty: Social class worldview and its relation to resilience. *Journal of Adolescent Research, 24*(1), 114-141.
- Allen, B. (2011). The use and abuse of attachment theory in clinical practice with maltreated children, part I: Diagnosis and assessment. *Trauma, Violence, & Abuse, 12*(1), 3-12.
- Cairney, J. (2005). Housing tenure and psychological well-being during adolescence. *Environment and Behavior, 37*(4), 552-564.
- Clark, R. L., Glick, J. E., & Bures, R. M. (2009). Immigrant families over the life course: Research directions and needs. *Journal of Family Issues, 30*(6), 852-872.
- De Bruycker, T. (2008). Selection versus structure: Explaining family type differences in contact with close kin. *Journal of Family Issues, 29*(11), 1448-1470.
- Deckman, T., DeWall, C. N., Way, B., Gilman, R., & Richman, S. (2013). Can marijuana reduce social pain? *Social Psychological and Personality Science, 5*(2), 131-139.
- Dempsey, D. (2010). Conceiving and negotiating reproductive relationships: Lesbians and gay men forming families with children. *Sociology, 44*(6), 1145-1162.
- Diefenbach, T., & Sillience, J. A. A. (2011). Formal and informal hierarchy in different types of organization. *Organization Studies, 32*(11), 1515-1537.
- Gambrill, Eileen. (2013). The diagnostic and statistical manual of mental disorders as a major form of dehumanization in the modern world. *Research on Social Work Practice, 24*(1), 13-36.
- Gonzalez, J. A. (2010). Diversity change in organizations: A systemic, multilevel, and nonlinear process. *Journal of Applied Behavioral Science, 46*(2), 197-219.
- Hansmann, R., & Scholz, R. W. (2003). A two-step informational strategy for reducing littering behavior in a cinema. *Environment and Behavior, 35*(6), 752-762.
- Herzog, T. R., Ouellette, P., Rolens, J. R., & Koenigs, A. M. (2009). Houses of worship as restorative environments. *Environment and Behavior, 42*(4), 395-419.
- Hinton, R., & Earnest, J. (2010). Stressors, coping, and social support among women in Papua New Guinea. *Qualitative Health Research, 20*(2), 224-238.
- Hogg, M. A., Abrams, D., Otten, S., & Hinkle, S. (2004). The social identity perspective: Intergroup relations, self-conception, and small groups. *Small-Group Research, 35*(3), 246-276.
- Ignatow, G. (2006). Cultural models of nature and society. Reconsidering environmental attitudes and concerns. *Environment and Behavior, 38*(4), 441-461.
- King, P. E., Clardy, C. E., & Ramos, J. S. (2013). Adolescent spiritual exemplars: Exploring spirituality in the lives of diverse youth. *Journal of Adolescent Research, 29*(2), 186-212.
- Martin, M. E. (2010). Philosophical and religious influence on social welfare policy in the United States: The ongoing effect of reformed theology and social Darwinism on attitudes toward the poor and social welfare policy and practice. *Journal of Social Work, 12*(1), 51-64.
- Mor Barak, M. E., Cherin, D. A., & Berkman, S. (1998). Organizational and personal dimensions in diversity climate: Ethnic and gender differences in employee perceptions. *Journal of Applied Behavioral Science, 34*(1), 82-104.
- Pepper, M., Jackson, T., & Uzzell, D. (2010). An examination of Christianity and socially conscious and frugal consumer behaviors. *Environment and Behavior, 43*(2), 274-290.
- Perrone, K. M., Wright, S. L., & Jackson, Z. V. (2009). Traditional and nontraditional gender roles and work-family interface for men and women. *Journal of Career Development, 36*(1), 8-24.
- Seibert, A., & Kerns, K. (2014). Early mother-child attachment: Longitudinal prediction to the quality of peer relationships in middle childhood. *International Journal of Behavioral Development, 39*(2), 130-138.
- Shikishima, C., Hiraishi, K., Yamagata, S., Neiderhiser, J. M., & Ando, J. (2012). Culture moderates the genetic and environmental etiologies of parenting: A cultural behavior genetic approach. *Social Psychological*

and Personality Science, 4(4), 434-444.

Shwom, R. (2009). Strengthening sociological perspectives on organizations and the environment. *Organization & Environment*, 22(3), 271-292.

Revised 02/26/21

Simons, L. G., Chen, Y.-F., Simons, R. L., Brody, G., & Cutrona, C. (2006). Parenting practices and child adjustment in different types of households: A study of African American families. *Journal of Family Issues, 27*(6), 803-825.

Revised 02/26/21