



# SYLLABUS

## SOWK 6304-Clinical Practice in Medical and Behavioral Health Care Spring 2024

**Instructor:** Dr. Cedrina Ruffin, LCSW-S  
**Section # and CRN:** Section Z-01  
**Office Location:** W.R. Banks Building RM 242  
**Office Phone:** N/A  
**Email Address:** Cmuffin@pvamu.edu  
**Office Hours:** Monday -Friday 3-5pm Prescheduled Zoom or phone Calls only  
 Canvas Email -Please allow at least 24 Hours for reply.

**Mode of Instruction:** Online- Weekly recorded Lectures  
**Course Location:** Online  
**Class Days & Times:** Online- Monthly Class Zoom meetings-1/24/24, 2/21/24, 3/20/24, 4/24/24,& 5/15/24- 7:00pm CST

**Catalog Description:** Methods of clinical social work practice in health care are studied within the framework of the bio-psycho-social -spiritual perspective. This course expands upon the foundation content of the Human Behavior in the Social Environment courses and Practice sequences and Field Education courses. The components of bio-psycho-social -spiritual assessments and interventions are expanded to include understanding of medical concerns, physical function, medical treatment, and the socio-cultural meanings ascribed to illness. Focus also will be directed to issues such as strategies for coping with illness, self-concept, identity formation, and the impact of illness on family relationships.

**Prerequisites:** Successful Completion of all Foundation Courses  
**Co-requisites:** None  
**Required Text(s):** Dziegielewski, S. F. (2013). The changing face of health care social work: Opportunities and challenges for professional practice, 3rd ed. New York, NY: Springer Publishing Co.

Sands, R. G., & Gellis, Z. D. (2012). Clinical social work practice in behavioral mental health: Toward evidence-based practice (3rd ed.). Boston, MA: Pearson Education, Inc.

**Recommended Text(s):** American Psychological Association. (2009). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

### Course Learning Objectives:

|   | <b>Upon successful completion of this course, students will be able to:</b> become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross---cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions. | <b>Student Learning Outcome # Alignment</b> |
|---|--|---|
| 1 | Document empirically supported interventions for practice in integrated care settings.   |   |

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|---|--|--|
| 2 | Explore integrative approaches of groups of professionals with patients and families.    |  |
| 3 | Evaluate different roles and responsibilities of social work in a multidisciplinary team |  |
| 4 | Discuss interdisciplinary therapeutic relationships with diverse clients.                |  |

## Major Course Requirements

### Method of Determining Final Course Grade

| Item          | Course Grade Requirement                                    | Value       | Total             |
|---------------|---|-------------|-------------------|
| 1)            | Assignment #1 – Analyze Practice Standards in HC Paper      | 5%          | 5                 |
| 2)            | Assignment #2 – Document a Strategy Paper                   | 5%          | 5                 |
| 3)            | Assignment #3 – Assessment Paper                            | 10%         | 10                |
| 4)            | Assignment #4 - Treatment Plan Paper                        | 10%         | 10                |
| 5)            | Assignment #5 – Analyze NASW Practice Standards in BH Paper | 5%          | 5                 |
| 6)            | Assignment #6 – Explore Practice Regulations Paper          | 5%          | 5                 |
| 7)            | Assignment #7 – Biopsychosocial-spiritual Paper             | 10%         | 10                |
| 8)            | Assignment #8 – Intervention Paper                          | 10%         | 10                |
| 9)            | Assignment #9 – Handbook of Evidence-Based Practices Paper  | 10%         | 10                |
| 10)           | Assignment #10 – Roles and Responsibilities Paper           | 10%         | 10                |
| 11)           | Discussions #1-4 (4 Discussions @ 5% each; total: 20%)      | 10%         | 10                |
| <b>Total:</b> |   | <b>100%</b> | <b>100 Points</b> |

### Grading Criteria and Conversion:

All written assignments grades will reflect: (1) how well the student demonstrated an understanding of and ability to comprehensively integrate course content; (2) the quality of critical analysis; (3) whether or not all specified requirements were met; and (4) graduate-level writing quality. Final papers should include APA-style title and references pages (textbook and lectures must be cited, when used). Papers must be proofread and processed through Grammarly-Premium. The Grammarly Premium score must be included on the bottom of the title page.

A = 90.0% – 100.0%

B = 80.0% – 89.9%

C = 70.0% – 79.9%

D = 60.0% - 69.9%

F = Below 60%

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.

### Detailed Description of Major Assignments:

| Assignment Title or Grade Requirement | Description   |
|---------------------------------------|---|
| <b>Assignments #1-10</b>              | <p>Instructions and rubrics are located in Canvas.</p> <p>All papers and PowerPoint presentations must include APA-style title and reference pages/slides, which are <u>not</u> included in the overall page/slide count. Students should use in-text citations and reference the textbook(s) and other course materials, even when material is being quoted or paraphrased from the textbook and lectures. Papers must be proofread and processed through Grammarly Premium, and a printout of the Grammarly Premium score must be included on the bottom of the title page.</p> |
| <b>Discussion Posts</b>               | Instructions and rubrics are located in Canvas.   |

| Assignment Title or Grade Requirement | Description |
|---------------------------------------|-------------|
| #1-4                                  |             |

Course Procedures or Additional Instructor Policies

**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.
  
1. ***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.
  
2. ***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 Family Educational Rights and Privacy Act (FERPA) regulations as well. As such, sharing this information with individuals outside of the educational context is not permitted.
  
3. ***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 use APA-style format (*Publication Manual of the American Psychological Association, 7th Edition*) in a WORD document. Assignments should be electronically submitted in Canvas.

## Additional Instructor Policies

- 1. Confidentiality:** As an ethical principle in the profession, confidentiality ensures a safe environment for disclosure. It protects the interests of clients and social workers in their pursuit of problem solving by allowing the sharing of information without the fear or threat of the information being shared with others, **except in the case of potential harm to self or others such as children, older adults, and those living with intellectual or developmental disabilities.** Additionally, you should not audiotape or use other means of recording or reproducing classroom lectures or discussions without the instructor's permission.
- 2. Boundaries:** Disclosure of personal information can be utilized as a developmental tool for the professional social worker. It occurs in a specific context for the purpose of working through those issues that may impede effective practice. However, **social work education is not a substitute for personal counseling and should not be used as such.** If you are having issues that may affect your professionalism or academic performance in this course, I ask that you meet with me and the Program Director to discuss the best course of action and applicable PVAMU student resources.
- 3. Diversity, Equity, Inclusion, and Belonging:** Social work is a profession that promotes the inherent worth and dignity of all persons. In this course, we aspire to foster a climate of mutual respect and empathy by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. We will strive to provide an opportunity for all students to **respectfully and openly** discuss issues of diversity including, but not limited to, age, ability, ethnicity, gender, race, religious beliefs, sexual identity, gender identity, health status, immigrant status, and Veteran status. However, students should note that respectful and open discussion consists of using culturally aware and competent language. Derogatory and discriminatory language is not permitted in this course. **Students found in violation of this policy will receive one verbal and written warning from the instructor. Subsequent violations will receive a 25% point deduction on course assignments or assessments and an Incident Report Form filed with the PVAMU Office of Student Conduct.**
- 4. Sensitive Subject Matter:** Social work professionals often work with clients and issues of a highly sensitive nature. Such work may include, but are not limited to, use of audiovisuals, texts, and open discussions of religion, sexuality, political ideology, and other social issues. Examples include sexual and gender identity, HIV/AIDS, political discourse on social welfare policies or religions, and human sex trafficking. Some students may find these materials and discussions offensive. However, as a classroom, we will engage in such discussions and use these materials as they advance the program and course objectives. Enrollment in this course signifies student agreement with this policy.
- 5. Plagiarism:** For the purposes of this class, plagiarism is defined as **four or more consecutive words taken directly from a source (e.g., website, brochure, journal or newspaper article) without being placed in quotation marks, without citing the source, and/or overusing a particular source.** Cheating includes turning in work done partially or wholly by someone else or copying your or another's work in whole or in part (e.g., extra credit assignments and papers completed for other courses). Do not turn in work that is not your own and do not turn in work you completed for other courses. **If you are caught plagiarizing or cheating in this course, you will receive a "0" for the assignment/assessment and an Incident Report Form will be filed with the PVAMU Office of Student Conduct. Any student found to have assisted others in cheating will also receive a "0" for the assignment/assessment and referral to the Office of Student Conduct.**

## 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. **Students who plagiarize or engage in any form of cheating in this course will receive a referral (Incident Report Form) to the PVAMU Office for Student Conduct.**

## Methods of Instruction

This course will include lectures and discussion focusing on content prepared by the instructor; discussion of assigned readings; and interaction inclusive of small groups and role-playing on issues raised by students in relation to topics under discussion. Guest speakers will be invited to present on selected topics. Video (DVD) and Audio visuals will be utilized as supplemental resources pertaining to various ethical issues in social work and helping professions locally, nationally and internationally.

## Semester Calendar

This syllabus and class schedule is subject to change during the semester. I reserve the right to add quizzes, homework assignments, and other learning assessments as I deem necessary to facilitate student learning. All changes will be reported in class, as well as clearly posted in Canvas. **It is the student's responsibility to stay current with class policies and check Canvas and email often during the semester.**

**If you're having a problem in the class**, you should contact me as soon as possible so that we can work together and develop an action plan. I am available during weekly office hours, as well by appointment.

| DATE                                   | TOPICS   | ASSIGNED READING/ACTIVITY  | ITEMS DUE   |
|--|--|--|---|
| <p>Week 1<br/>Jan. 15-21</p>           | <p>Introductions<br/>Course and Syllabus Overview</p> <p>The Many Roles of SW in Health Care Systems</p> | <p>Dziegielewski &amp; Holliman (2018) = D&amp;H<br/>Sands &amp; Gellis (2013) = S&amp;G</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• D&amp;H Chapters 1-3 (HC in Turbulent Times; The Evolution of HC Social Work; Many Faces of Social Work Practice)</li> <li>• Browne et al. (2017) Advancing SW Education for Health Impact</li> <li>• NASW HC Standards</li> </ul> <p>Assignment(s) Due: Introduction Video</p>   | <p><b>Due: Jan 21:</b> Submit Video Personal Presentation (Introductions)</p> |
| <p>Week 2<br/>Jan. 22-<br/>Jan. 28</p> | <p>Legal and Ethical Considerations</p>  | <p>Readings:</p> <ul style="list-style-type: none"> <li>• D&amp;H Chapter 4 (Standards, Values, and Ethics in Clinical HC Practice)</li> <li>• Horevitz et al. (2013) Examining Cultural Competence in Health Care</li> <li>• NASW Code of Ethics</li> <li>• NASW Legal Standards and Resources webpage</li> <li>• NASW Social Work Practice Standards webpage</li> </ul> <p>Upcoming Assignment(s): Assignment #1 – Analyze Practice Standards in HC Paper; Discussion #1 on State Regulations and Legislation</p> <p>Assignment(s) Due: Discussion #1, Assignment #1 Paper</p> | <p><b>Due Jan. 28:</b> Assignment #1 Paper</p>                                |

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|---------------------------------|---|--|---|
| <p>Week 3<br/>Jan. 29-Feb 4</p> | <p>Health Behavior Theory</p>                         | <p>Readings:</p> <ul style="list-style-type: none"> <li>• D&amp;H Chapter 5 (Concepts Essential to Clinical Practice)</li> <li>• Glanz (2005) Theory at a Glance booklet (pp. 3-21)</li> <li>• Ezeamama et al. (2016) “Indicators of Resilience and Health Care Outcomes...”</li> <li>• Yang (2017) “Are Social Networking Sites Making Health Behavior Change...”</li> <li>• Health and Behavior book, Chapters 3-4</li> <li>• AAP Textbook of Pediatric Care, Chapters 7-8</li> </ul> <p>Upcoming Assignment(s): Assignment #2 – Document a Strategy to Improve Health Behavior PowerPoint and Video</p> <p><b>Assignment(s) Due: Discussion #1, Assignment #1 Paper</b></p> | <p><b>Due Jan. 30:</b><br/>Discussion #1</p>                            |
| <p>Week 4<br/>Feb. 5-11</p>     | <p>Assessment within the Health Care Setting</p>      | <p>Reading:</p> <ul style="list-style-type: none"> <li>• D&amp;H Chapter 6 and 7 (Practice Strategy; Documentation and Record Keeping)</li> <li>• Cadge &amp; Bandini (2015) “Evolution of Spiritual Assessment Tools in Health Care”</li> <li>• Carlson et al. (2017) “Effects of Training on Social Work, Nursing and Medical...”</li> <li>• Coleman et al. (2021) “Identifying People at Risk for Suicide...”</li> <li>• Dziegielewski &amp; Jacinto (2016) book – Chapters 1-4, Appendix B</li> </ul> <p><b>Assignment(s) Due: Assignment #2 PowerPoint/Video</b></p>  | <p><b>Due Feb. 11:</b><br/>Assignment #2<br/>PowerPoint &amp; Video</p> |
| <p>Week 5<br/>Feb. 12-18</p>    | <p>Evidence-Based Practice in Medical Social Work</p> | <p>Reading:</p> <ul style="list-style-type: none"> <li>• D&amp;H Chapter 8 (Health and Mental Health Assessment)</li> <li>• Case Management Advisor (2016) “Bridge Models...”</li> <li>• Dziegielewski &amp; Jacinto (2016) book – Chapters 5-7, Appendix E</li> </ul> <p>Upcoming Assignment(s): Paper Assignment #3 – Assessment Paper</p>   |   |

|                                  |   |  |   |
|----------------------------------|---|--|---|
| <p>Week 6<br/>Feb. 19-25</p>     | <p>Aging and Long- Term Care</p>                              | <p>Reading:</p> <ul style="list-style-type: none"> <li>• D&amp;H Chapters 10 and 13 (Long-Term and Restorative Care; Cultural Sensitivity, Spirituality and Pain Management)</li> <li>• NASW Report on “Social Work Roles in Elder Abuse Prevention and Response”</li> <li>• NASW Standards – Family Caregivers of Older Adults</li> <li>• Lev &amp; Ayalon (2015) “Running Between the Raindrops”</li> </ul> <p>Upcoming Assignment(s): Assignment #4 Treatment Plan Paper</p> <p>Assignment(s) Due Assignment #3 Paper</p> | <p><b>Due Feb. 25:</b><br/>Assignment #3 Assessment Paper</p>   |
| <p>Week 7<br/>Feb. 26-Mar. 3</p> | <p>Hospitals, Primary Care, and Home Health Care</p>          | <p>Reading:</p> <ul style="list-style-type: none"> <li>• D&amp;H Chapters 9, 11, and 12 (Acute and Ambulatory HC Settings, Public Health and Community-Based, Case Management and Discharge Planning)</li> <li>• Preyde et al. (2013) “Integrated Knowledge Translation...”</li> <li>• AJPH article “Social Work in a Medical Clinic”</li> </ul> <p>Assignment(s) Due: Assignment #4 Paper</p>   | <p><b>Due Mar. 3:</b><br/>Assignment #4 Treatment Plan Paper</p>  |
| <p>Week 8<br/>Mar. 4-10</p>      | <p>The Role of Social Work in Behavioral Health</p>           | <p>Reading:</p> <ul style="list-style-type: none"> <li>• S&amp;G Chapter 1 (Getting Oriented)</li> <li>• Videka &amp; Goldstein (2012) “50 Years and the Future of Agency-Based Clinical Social Work...”</li> <li>• NASW Standards – Clinical Social Work</li> <li>• NASW Standards – Clients with Substance Use Disorders</li> </ul> <p>Upcoming Assignment(s): Assignment #5 Practice Standards Paper</p> <p>Assignment(s) Due: <b>Discussion #2</b></p>   | <p><b>Due: Mar. 5:</b><br/>Discussion #2</p>  |
| <p>Week 9<br/>Mar. 11-17</p>     | <p>Laws, Ethics, and Regulations for Clinical Social Work</p> | <p>Reading:</p> <ul style="list-style-type: none"> <li>• S&amp;G Chapters 2 and 5 (Historical Context; Legal and Ethical Issues)</li> <li>• NASW Code of Ethics</li> <li>• Social Justice Brief – A Social Work Perspective on Drug Policy Reform</li> </ul> <p>Upcoming Assignment(s): Assignment #6 Practice Regulations PowerPoint and Video</p> <p>Assignment(s) Due: Discussion #3; Assignment #5 Paper</p>   | <p><b>Due Mar. 12 &amp; 17:</b><br/>Discussion #3<br/>Assignment #5 Practice Standards Analysis Paper</p> |

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| <p>Week 10<br/>Mar. 18-24</p> | <p>Care Planning &amp; Coordination/ Complex Care Management</p>     | <p>Reading:</p> <ul style="list-style-type: none"> <li>• S&amp;G Chapters 3 and 4 (Biopsychosocial Framework and Assessment)</li> <li>• The Social Work Podcast webpage – Biopsychosocial-spiritual Assessment and Mental Status Exam</li> </ul> <p>Upcoming Assignment(s): Discussion Question #3</p> <p>Assignment(s) Due: Assignment #6 PowerPoint/Video</p>   | <p><b>Due Mar 24:</b><br/>Assignment #6<br/>PowerPoint/Video</p> |
| <p>Week 11<br/>Mar. 25-31</p> | <p>The Art of the Clinical Interview</p>                             | <p>Reading:</p> <ul style="list-style-type: none"> <li>• Spiritual Care and Social Work: Integration into Practice booklet</li> <li>• NASW Standards – Cultural Competence</li> <li>• The Social Work Podcast webpage – Biopsychosocial-spiritual Assessment and Mental Status Exam</li> <li>• Social Work Practice &amp; Skill tutorial – Biopsychosocial-spiritual Assessment</li> <li>• Treatment Improvement Protocol – Chapters 3 and 5</li> </ul> <p>Upcoming Assignment(s): Assignment #7- Biopsychosocial-Spiritual Assessment Paper</p>  |  |
| <p>Week 12<br/>Apr. 1-7</p>   | <p>The Value of Culturally Competent and Evidence-Based Practice</p> | <p>Reading:</p> <ul style="list-style-type: none"> <li>• S&amp;G Chapters 6, 7, and 10 (Culturally Competent MH Practice; Feminist MH Practice; Intervention Framework for Severe Mental Illness)</li> <li>• Bryant et al. (2022) “Re-envisioning the Concept of Resilience...”</li> <li>• O’Neill (2015) “Applying Critical Consciousness...”</li> <li>• Humble et al. (2013) “Challenges in Rural Social Work Practice...”</li> <li>• CARS Tool</li> </ul> <p>Upcoming Assignment(s): Assignment #8- Intervention Plan Paper, Discussion #4</p> <p>Assignment(s) Due: Assignment #7 Paper</p> | <p><b>Due Apr. 7:</b><br/>Assignment #7<br/>Paper</p>            |



|                        |   |   |  |
|------------------------|---|---|--|
| Week 13<br>Apr. 8-14   | Evidence-Based Practices in Clinical Social Work      | <p>Reading:</p> <ul style="list-style-type: none"> <li>• S&amp;G Chapters 8, 9, and 13 (EBP with Depression, Anxiety, and Co-Occurring SUD/SMI)</li> <li>• Oliver et al. (2015) “Lessons Learned...”</li> <li>• Powers &amp; Swick (2014) “Empirically supported mental health interventions...”</li> <li>• Sheppard &amp; Clibbens (2015) “Preventive therapy...”</li> </ul> <p>Upcoming Assignment(s): Assignment #9- Handbook of Evidence-Based Practices Paper</p> <p>Assignment(s) Due: Discussion Question #4, Assignment #8 Paper,</p>   | <b>Due Apr. 9 &amp; 14:</b><br>Discussion #4 and Assignment #8 Paper |
| Week 14<br>Apr. 15-21  | Social Work, Law, & Integrated HC/Clinical Skills Day | <p>Reading:</p> <ul style="list-style-type: none"> <li>• S&amp;G Chapter 11 (EBP with Community Care)</li> <li>• Decker et al. (2012) “Transforming the Healthcare Response...”</li> <li>• Hamberger et al. (2015) “Screening and Intervention for IPV...”</li> <li>• Ambrose-Miller &amp; Ashcroft (2016) “Challenges Faced by Social Workers...”</li> <li>• Craig et al. (2020) “Empower the Team...”</li> <li>• Glaser (2016) “Interprofessional Collaboration and Integration...”</li> </ul> <p>Upcoming Assignment: Assignment #10 Roles &amp; Responsibilities PowerPoint &amp; Video</p> <p>Assignment(s) Due: Assignment #9 Paper</p> | <b>Due Apr. 21:</b><br>Assignment #9 Paper                           |
| Week 15<br>Apr. 22- 28 | Course Wrap Up & Final Week Exams                     | Assignment(s) Due: Assignment #10 PowerPoint/Video  | <b>Due Apr. 28:</b><br>Assignment #10 PowerPoint/Video               |

## Student Support and Success

### John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

### Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks.

Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

### The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); [University Tutoring Website](#)

### Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

### Panther Navigate

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

### Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

### Office of Testing Services

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

### Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

### Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

### Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

### Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

## University Rules and Procedures

### Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

## Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

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

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

## Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

## Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [Title XI Website](#), including confidential resources available on campus.

## Protections and Accommodations for Pregnant and Parenting Students

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

## Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

## Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

## Makeup Work for Legitimate Absences

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

## Absence Verification Process

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

## Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## Technical Considerations

**Minimum Recommended Hardware and Software:**



- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

**Note:** Be sure to enable Java & pop-ups in the web browser preferences

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

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

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

*Netiquette* (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to

the discussion board.

## COVID-19 Campus Safety Measures

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

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.