



SYLLABUS

SOWK 6305 – PUBLIC HEALTH AND MENTAL HEALTH POLICY & ANALYSIS
Spring 2024

Instructor: Dr. Trevor Stephen

Section # and CRN: SOWK 6305

Office Location: Online

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Office Hours: Wednesdays 7-9PM, Fridays 8AM- 10AM,
3-5PM or set up appointment times as needed

Mode of Instruction: Online

Course Location: Online

Class Days & Times: online lecture videos we meet on
Wednesday at 7pm CST

Catalog Description:

Prerequisites: None

Co-requisites: None

Required Text:

Erwin, P. and Brownson, R. (Eds.) Scutchfield and Keck's
Principles of Public Health Practice (4th Edition). Boston:
Cengage Learning.

Supplemental Readings:

Supplemental readings are outlined in course syllabus

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Explain public health history, philosophy and values		
2	Analyze current causes and trends in mental health policy		
3	Evaluate the evolution and impact of public health programs and mental health care delivery on population health outcomes.		
4	Integrate Afrocentric perspective and social justice lenses to describe major causes and trends of public health and mental health		
5	Examine social problems are identified and addressed through public health and mental health policies		
6	Identify public health and mental health policies that advance human rights and social, economic, and environmental justice		

Table 2 Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
<p>Assignment 1. Quizzes Three quizzes will be given during the semester: Quiz 1 will take place on Week 5 regarding the course content from Week 1-5. Quiz 2 will take place on Week 10 regarding the course content from Weeks 6-10. Quiz 3 will take place on Week 15 regarding the course content from Weeks 11-16. Each quiz will be comprised of 10 multiple-choice questions worth one point each..</p>	15 pts. (5 points each)	15%
<p>Assignment 2: Discussion Post You will have Discussion Boards during the course. Discussion boards include the initial response and two responses to your classmates' posts. You are required to write an initial posting of at least 200 words. These are typically your thoughts, responses, and/or reactions to the concepts presented in answering the specific discussion board prompt for that week. Additionally, you are required to respond to two other classmates post (100 words minimum for each response).</p>	25 pts (5 points each)	25%

<p>Initial postings are due on Saturday of the discussion board week. Your responses to classmates' post is due on Tuesday of the following week. You are to generate responses to discussion prompts related to weekly readings via CANVAS Discussion dashboard. The responses should demonstrate that students' reading of the material reflecting understanding of the contents of the materials. Comments or questions on the materials can be raised in the class session to deepen students' understanding of the readings and content covered.</p>		
<p>Assignment 3: Article Review and Critique This assignment has two parts. Part 1: Read the article below and write a description summarizing your findings. Five Urgent Public Health Policies to Combat the Mental Health Effects of COVID-19 https://www.healthaffairs.org/doi/10.1377/forefront.20210122.959001/ Part 2: The review should be 2-4 pages, demonstrating students' understanding of the subject matter. All papers must be proofread and processed through Grammarly Premium, and a printout of the Grammarly Premium score must be included on the bottom of the cover page.</p>	15 pts.	15%
<p>Assignment 4. Advocacy Letter Write a letter to your local policy makers supporting or not supporting the TX interim policy; read and use the guidelines provided on this website https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-elected-officials/main/ You should draft a one page advocacy letter (using the guidelines on the website) to the policymaker who you have identified as having the ability to enact the recommended action presented. Students also have the option to post or email this letter to the identified policymaker or to contact the legislator's office and advocate directly to that legislator or a staffer regarding their policy position. However, this is not a requirement of the course. The purpose of this assignment is to demonstrate your ability to convey to others the relevance and importance of your policy position.</p>	15 pts.	15%
<p>Assignment 5. Mental Health Policy Analysis Legislative Paper 87th Texas Legislative Session Interim Policy Priorities https://namitexas.org/public-policy-platform-principles/ Based on the events of the 87th Legislative Session, the NAMI Texas Policy Team developed the following list of policy priorities for the 87th Interim. Interim Priorities are the issues NAMI Texas will champion in the lead-up to the 88th Session in 2023. <u>Interim Policy</u></p>	30pts.	30%

<p><i>Criminal Justice—Increased Access To Mental Health Services Prior To And During Justice-Involvement, And Upon Return To The Community For Individuals Living With Mental Illness Can Improve Outcomes And Reduce Rates Of Recidivism.</i></p> <p><u>Integrated crisis response teams</u> that incorporate mental health professionals can divert individuals experiencing mental illness from the criminal justice system and connect them with community-based services.</p> <p>Integrated crisis response teams partner mental health professionals with law enforcement to ensure that individuals in crisis are connected to the appropriate community-based services.</p> <p>Uniform standards for jail diversion data collection and reporting by law enforcement will support local and state-leaders in effective decision-making.</p> <p><u>Medication continuity and evidence-based interventions</u> for justice-involved individuals living with mental illness can improve treatment engagement and adherence.</p> <p>Medication continuity ensures the safety and security of justice-involved individuals living with mental illness.</p> <p>A uniform medication formulary for all facilities that contract with Texas Health & Human Services will improve access and availability of essential psychiatric medications.</p> <p>Hospital-, jail-, and community-based competency restoration services ensure that justice-involved individuals living with serious mental illness can obtain and maintain recovery.</p> <p>Policies and practices that <u>promote dignity, decency, and recovery</u> for justice-involved individual living with mental illness.</p> <ul style="list-style-type: none"> • Re-entry peer support, employment, and housing services provide opportunities for justice-involved individuals to successfully return to the community. • Exempting individuals living with serious mental illness from capital punishment if experiencing a mental health crisis at the time of their offense matches the individual’s culpability with the appropriate punishment. • Alternatives to solitary confinement for individuals living with mental illness in instances of rules infractions, threat of harm to self or others, or emotional or physical victimization improves treatment outcomes and inmate safety. <p>Students are expected to familiarize themselves with this piece of legislation and where it is in the legislative process. Using the Karger & Stoesz policy analysis framework (link to article below) students will critically analyze the provided policy and write a paper comprised of the following: 1) Historical</p>		
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<p>background of the policy (2-3) (pages), 2) Description of the social problem that necessitated the policy (2-3 pages), 3) Policy description (2-3 pages), 4) Policy analysis (2-3 pages), 5) A brief discussion of how this policy and structural forces related to this policy promote the well-being of oppressed and marginalized individuals, families, and communities in our society; 6) A specific action that could be made to advance or improve this policy as-written which is supported by the findings from the analysis and appropriate to where the policy is in the legislative process; 7) A brief discussion of how social work practitioners working with individuals, families, and/or communities can inform the policymaking process in relation to this policy. What should social workers advocate for in regard to this policy. For the policy to be passed as-is by lawmakers? For it to be improved in some way? How should they advocate to policymakers for this action or change? The course readings on policy advocacy practice should be used to support the arguments made in this section. Students should also identify one policymaker who has the ability to enact the specific policy action(s) being recommended. A minimum of 15 course readings and/or outside sources should be utilized and properly cited throughout the paper to support the analysis.</p> <p>Article <u>A Strengths Based Framework for Social Policy: Barriers and Possibilities</u> https://eds-s-ebshost-com.pvamu.idm.oclc.org/eds/detail/detail?vid=1&sid=5188b958-14f8-4d54-b80c-99aa2552ad45%40redis&bdata=#AN=105794671&db=rzh</p>		
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TERM PAPER Requirements

1. Papers MUST be typed using APA style.
2. Please use headers and subtopics.
3. Papers MUST be typed with double-space, one-inch margin & 12 font size, Times New Roman.
4. Proofread your paper before processing your paper through Grammarly Premium and include the Grammarly Premium score with your paper submission.
5. A minimum of 8 references MUST be included at the end of the paper.
6. Final papers must be proofread and processed through Grammarly-Premium, and a printout of the **Grammarly-Premium plagiarism score must be included on the bottom of the cover page.**

Grading Criteria and Conversion:

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

Criteria for Grading	Due Dates	Assignment Points
Assignment 1. Quizzes	February 14 March 10 May 1	15
Assignment 2: Discussion Post	January 17 January 31 February 21 March 13 April 17	25
Assignment 3: Article Review & Critique	March 3	15
Assignment 4. Advocacy letter	March 31	15
Assignment 5: Mental Health Policy Analysis	April 28	30
Total		100

Students can expect feedback and grading of assignments and exams within 7-10 days unless otherwise noted.

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.

Table 3 I. Course Units and Readings

Week/Dates	Lecture Topics/Readings/Assignments
Week 1	<p>Lecture Topics: Define public health Early development of public health Discuss the contribution of social reformers</p> <p>READINGS: Chapters 1, 2 and 3 - Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion Post 1

	<ul style="list-style-type: none"> • Read chapters 1, 2 and 3 be prepared for an interactive class discussion • View Scutchfield chapters 1, 2, and 3 PowerPoints
Week/Dates	Lecture Topics/Readings/Assignments
Week 2	<p>Lecture Topics: Introduction to Mental Health Policy</p> <p>READINGS: Rome, S. H., & Hoechstetter, S. (2010). Social Work and Civic Engagement: The Political Participation of Professional Social Workers. <i>Journal of Sociology & Social Welfare</i>, 37(3), 107-129 [Master Syllabus last updated April 26, 2021] https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3541&context=jssw</p> <p>Weiss-Gal, I. (2013). Policy practice in practice: The inputs of social workers in legislative committees. <i>Social Work</i>, 58(4), 304-313. https://eds-s-ebcohost-com.pvamu.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=8&sid=ef784611-1a52-4441-bd4e-218a1c0827dc%40redis</p> <p>Rocha, C., Poe, B., & Thomas, V. (2010). Political activities of social workers: Addressing perceived barriers to political participation. <i>Social Work</i>, 55(4), 317-325. https://eds-s-ebcohost-com.pvamu.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=6&sid=ef784611-1a52-4441-bd4e-218a1c0827dc%40redis</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read articles and be prepared for an interactive discussion
Week/Dates	Lecture Topics/Readings/Assignments
Week 3	<p>Lecture Topics: Defining Mental Illness</p> <p>READINGS: Goldman, H. H., & Grob, G. N. (2006). Defining ‘mental illness’ in mental health policy. <i>Health Affairs</i>, 25(3), 737-749. Davidson, L. (2016). https://eds-s-ebcohost-com.pvamu.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=12&sid=ef784611-1a52-4441-bd4e-218a1c0827dc%40redis</p> <p>The recovery movement: Implications for mental health care and enabling people to participate fully in life. <i>Health Affairs</i>, 35(6), 1091-1097. https://www.healthaffairs.org/doi/10.1377/hlthaff.2016.0153</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion Post 2 • Read articles and be prepared for an interactive discussion
Week/Dates	Lecture Topics/Readings/Assignments

<p>Week 4</p>	<p>Lecture Topics: Framing the Issues and Exploring the Trends in Public Health and Mental Health</p> <p>READINGS: Mental Health America. (2019). Access To Mental Health Care And Incarceration. Available at https://www.mhanational.org/issues/access-mental-health-care-and-incarceration</p> <p>Naslund, J. A., Aschbrenner, K. A., Marsch, L. A., & Bartels, S. J. (2016). The future of mental health care: peer-to-peer support and social media. <i>Epidemiology and psychiatric sciences</i>, 25(2), 113-122. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4830464/</p> <p>Goldman, H. H., Ganju, V., Drake, R. E., Gorman, P., Hogan, M., Hyde, P. S., & Morgan, O. (2001). Policy implications for implementing evidence-based practices. <i>Psychiatric Services</i>, 52(12), 1591-1597. https://ps.psychiatryonline.org/doi/full/10.1176/appi.ps.52.12.1591</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read Mental Health America be prepared for an interactive class discussion
<p>Week/Dates</p>	<p>Lecture Topics/Readings/Assignments</p>
<p>Week 5</p>	<p>Lecture Topics: Public Health Policy and Mental Health</p> <p>Activity: Watch the film The Released - https://www.pbs.org/wgbh/frontline/film/released/</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Watch the film Released be prepared for interactive class discussion • Quiz 1
<p>Week/Dates</p>	<p>Lecture Topics/Readings/Assignments</p>
<p>Week 6</p>	<p>Lecture Topics: The Policy Process and Public Health Politics—The State vs. Federal Division</p> <p>READINGS: Macinko J and Silver D, Improving State Health Policy Assessment: An Agenda for Measurement and Analysis, <i>American Journal of Public Health</i> 2012; 102:1697-1705. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3482037/</p> <p>Chapter 7 - Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning.</p> <p>Chapter 8 - Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion Post 3

	<ul style="list-style-type: none"> • Read chapters 7 and 8 be prepared for an interactive discussion • View Scutchfield chapters 7 and 8 PowerPoints
Week/Dates	Lecture Topics/Readings/Assignments
Week 7	<p>Lecture Topics: Public Health and Performance Measurement</p> <p>READINGS: Neumann PJ, Jacobson PD and Palmer JA, Measuring The Value Of Public Health Systems: The Disconnect Between Health Economists and Public Health Practitioners, <i>American Journal of Public Health</i> 2008; 98:2173-2180. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2636521/</p> <p>Jacobson PD and Neumann, PJ A Framework to Measure the Value of Public Health Services, <i>Health Services Research (HSR)</i> 2009; 44:1880-1896. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2758411/</p> <p>Grosse SD, Teutsch SM and Haddix AC, Lessons from Cost-Effectiveness Research for United States Public Health Policy, <i>Annual Review of Public Health</i> 2007; 28:365-83. https://www.annualreviews.org/doi/full/10.1146/annurev.publhealth.28.021406.144046</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Article Review and Critique
Week/Dates	Lecture Topics/Readings/Assignments
Week 8	<p>Lecture Topics: Tools of Public Health Practice</p> <p>READINGS: Chapters 12, 13, 14 and 15 -Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning,</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read chapters 12, 13, 14, and 15 be prepared for an interactive discussion • View Scutchfield chapters 12, 13, 14, 15 PowerPoints
Week/Dates	Lecture Topics/Readings/Assignments
Week 9	<p>Lecture Topics: Public Health Policy and Mental Health</p> <p>Reading: Chapter 28- Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning,</p>

	<p>Activity: Watch the film Bedlam - https://www.youtube.com/watch?v=UIW6K3Xx6s0</p> <p>Read the open letter to PBS regarding the documentary Bedlam - https://medium.com/@idha_nyc/open-letter-to-pbs-in-response-to-mental-health-documentary-bedlam-3c095843c0f</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Be prepared to have an interactive discussion on Bedlam and open letter to PBS • Discussion Post 4 • Read chapter 28 be prepared for an interactive discussion • View Scutchfield chapter 28 PowerPoint • Quiz 2
Week/Dates	Lecture Topics/Readings/Assignments
Week 10	Spring Break
Week/Dates	Lecture Topics/Readings/Assignments
Week 11	<p>Lecture Topics Public Health and Ethics</p> <p>Readings:</p> <p>Chapter 5 - Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read chapter 5 of Scutchfield be prepared for an interactive discussion • View Scutchfield chapter 5 PowerPoint
Week/Dates	Lecture Topics/Readings/Assignments
Week 12	<p>Lecture Topics: Social Change & Policy Advocacy Skills</p> <p>Readings:</p> <p>Victor, D. (2016). Here's Why You Should Call, Not Email, Your Legislators. The New York Times. https://www.nytimes.com/2016/11/22/us/politics/heres-why-you-should-call-not-email-your-legislators.html</p> <p>Texas National Alliance on Mental Illness (NAMI) Advocacy Policy Newsletter, December 2021 https://namitexas.org/wp-content/uploads/sites/47/2021/12/Policy-Advocacy-Newsletter-Dec-15-2021.pdf</p>

	<p>Texas National Alliance on Mental Illness (NAMI) Advocacy Policy Newsletter, October 2021 https://namitexas.org/wp-content/uploads/sites/47/2021/12/Policy-Advocacy-Newsletter-Oct-20-2021.pdf</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Advocacy letter • Read NAMI newsletters be prepared for an interactive discussion
Week/Dates	Lecture Topics/Reading/Assignment
Week 13	<p>Lecture Topics: Public Health Services</p> <p>Readings: Chapter 19- Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read Chapter 19 “10 Essential Public Health Services for Women, Infant and Children” be prepared for an interactive class discussion • View Scutchfield chapter 19 PowerPoint
Week/Dates	Lecture Topics/Readings/Assignments
Week 14	<p>Lecture Topics: Public Health Services cont.</p> <p>Readings: Chapters 25 and 26 -- Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion Post 4 • Read chapters 25 and 26 be prepared for an interactive discussion • View Scutchfield chapters 25 and 26 PowerPoints
Week/Dates	Lecture Topics/Readings/Assignments
Week 14	<p>Lecture Topics: Affordable Care Act</p> <p>Readings: Chapter 30- Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning,</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read articles and chapter 30 of Scutchfield be prepared for an interactive discussion

	<ul style="list-style-type: none"> • View Scutchfield chapter 30 PowerPoints • Discussion Post 5
Week/Dates	Lecture Topics/Readings/Assignments
Week 15	<p>Lecture Topics: Current Issues in Mental Health Policy</p> <p>Readings: Shim, R., Koplan, C., Langheim, F. J., Manseau, M. W., Powers, R. A., & Compton, M. T. (2014). The social determinants of mental health: An overview and call to action. <i>Psychiatric Annals</i>, 44(1), 22-26. http://m3.wyanokecdn.com/94bb6a43efb278e9eb152cdaf4e17b9a.pdf</p> <p>Mental Health America. (2019). Position Statement 31: Development Of Employment Services For Adults In Recovery From Mental Health And Substance Use Conditions. https://www.mhanational.org/issues/position-statement-31-development-employment-servicesadults-recovery-mental-health-and</p> <p>Mental Health America. (2019). Position Statement 38: Supportive Housing And Housing First. https://www.mhanational.org/issues/position-statement-38-supportive-housing-and-housing-first</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz 3 • Mental Health Policy Analysis Paper due • Read Mental Health Position Statements
Week/Dates	Lecture Topics/Readings/Assignments
Week 16	<p>Lecture Topics: Global Context and Future of Public Health</p> <p>Readings: Chapters 31 and 32 Scutchfield FD and Keck CW (2017). <i>Principles of Public Health Practice</i>, Clinton, NY: Delmar Cengage Learning.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read chapters 31 and 32 • View Scutchfield chapters 31 and 32 PowerPoints

Student Support and Success

John B. Coleman Library

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

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

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

Writing Center

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

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

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

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

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

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit:

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that

enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

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

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

Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

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

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) 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 www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement

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

Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

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

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

Student Academic Appeals Process

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

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

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

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

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

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are

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

Video Conferencing Etiquette

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

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

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

Discussion Requirement

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

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

COVID-19 Campus Safety Measures [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study

spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.