Table 1 Syllabus & Learning Outcomes

SOWK 6307 Z01 Advanced Clinical SW Practice in Medical and Behavioral Health Care

Instructor: Dr. Cedrina Ruffin, LCSW-S
Section # and CRN:

Office Location: Online

Office Phone: 936-261-1675
Cell: 281-736-0671
Email Address: cmruffin@pvamu.edu
Office Hours: Appointment
Mode of Instruction: Online

Course Location: Online
Class Days & Times: Wed 7-8pm
Catalog Description: 3-0) Credit 3 semester hours. The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will 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.

Prerequisites: None
Co-requisites: None

Required Text(s):

Walsh, J. (2019). Theories for Direct Social Work Practice. (3rd ed.), Cengage.

Recommended Text(s):

Corcoran, J, & Walsh, J. (2021). Mental Health in Social Work: A Casebook on Diagnosis and Strengths-Based Assessment (4th Edition). Pearson, Inc.

Dorfman, R. A., Meyer, P. & Morgan, M. L. (Eds.). (2004). *Paradigms of clinical social work:* Emphasis on Diversity, (Vol 3). NY Brunner-Routledge

Additional Resources:
Cooper, M., Lesser, J. (2015). Clinical Social Work Practice: An Integrated Approach. Pearson

Cox, C. (2002). Empowering African American custodial grandparents. *Social Work,*

47(1), 45-54.

De Jong, P. & Miller, S. (1995). How to interview for client strengths. *Social work*,
40(6), 729-736.

Demo, D., Allen, K., & Fine, M. (2000). *Handbook of family diversity*. New York:
Oxford University Press.

DeVore, W. & Schlesinger, E. (1999). *Ethnic-sensitive social work practice* (5th ed.).
St. Louis: C.V. Mosby.

Turner, F. J. (Ed.). (2011). *Social work treatment: Interlocking theoretical approaches.* (5th ed.), The Oxford Press

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Identify strengths and competencies of diverse individuals and demonstrate the integration of theory and practice for diverse populations.		
2	Critique the use of self in the application of an approach that focuses on the individual's interaction in the environment		
3	Apply critical thinking to evaluate the effectiveness of an approach		
4	Apply basic social work principles and concepts of strengths and empowerment within a systems perspective to formulate an assessment appropriate to individuals' diverse situations.		
5	Develop knowledge of practice theory in order to design, implement, and assess a plan of intervention for its efficiency and demonstrated effectiveness for diverse populations		
6	Develop an understanding of the relationship between theory and practice regarding intervention with individuals in interaction with their social environment as impacted by race, class, gender, ethnicity, sexual orientation, and oppression.		

Table 2 Major Course Requirements

	Value	Total
Assignment 1: **SBIRT Online Training & Reflection Paper** SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. This early intervention and treatment approach are utilized in integrated health clinics across the world. SBIRT focuses on persons with substance use disorders and those at-risk of developing these disorders. Addiction Technology Transfer Center (ATTC) Network is funded by SAMHSA. The purpose of ATTC is to provide training and technical assistance to health and mental health providers. For	**20%**	**20**

this assignment, you will be required to complete their published online course, *Foundations of SBIRT.* This online course will take approximately 90 minutes. It is designed to introduce the terms, topics, and resources essential to SBIRT.
 	
To enroll in the Foundations of SBIRT online training, please follow the link below:
 	
      Go to: https://healtheknowledge.org/course/index.php?categoryid=50
 	
In addition to the online training, you are required to write a 1 – 2-page reflection paper on SBIRT. This paper should include the following:
 	
    • In your own words, describe the intervention/treatment approach as you would to a client.
 	
    • What personal reactions did you notice as you worked through the training?
 	
    • What are you taking away from this assignment/training that will guide your future practice?		

Assignment 2. **Research Case Analysis Paper** Each student will prepare an individual written research-case analysis. The case data should be collected from a primary case study (field placement) and may be supplemented by other materials. The case is to be illustrative of some challenge the person is facing or has faced and resolved or continuing to work on. The analysis of the case should be organized around a conceptual frame of reference, including a synthesis of the thoughts of others (Literature Review Integration) about the presenting problem, (Be specific in defining the problem drawing from any assessments or case records, observations of the client by yourself and your colleagues, and the perspective of your client and/or any significant others/family members) underlying assumptions and theoretical perspectives of the problem. Elaborate on at least two theoretical models of change (one must be a developmental theory) that are plausible given the nature of your client's problems/key issues even if they do not form the basis of the intervention, you have been using (you must draw upon the theories we have covered in class, but you are not limited to these theories). How would each theoretical perspective point to a different path of intervention for clients experiencing this problem? In your conclusion include a intervention plan for your client, including goals and the specific methods to be used to attain these goals. Importantly, your goals and interventions must be written with enough specificity to enable others to be able to implement the interventions in your absence and to evaluate their success. A process recording should be attached to the paper to reflect an aspect of your clinical skills. The Paper must adhere to APA guidelines, 10-15 pages, minimum of ten (10) references date range 2012-present, double-space, one-inch margin & 12 font size, Times New Roman. Proofread your paper before processing your paper through Grammarly Premium and include the Grammarly Premium score with each paper submission. ***Each student will meet individually with instructor to discuss their case study, case studies not processed with instructor will not be accepted. If you change your case study, you must notify your instructor.*** Paper submission dates:	60%	60

Sections I to II – 2/18/23
Sections III to IV- 3/11/23
Sections V to VI- 4/1/23
Final Paper (includes all sections) – 4/10/23
 	
Research Case Analysis Outline
    I.   Summary of the Case Facts
    II.   Review of Literature related to Key Issues
    III.   Review of Literature related to Issues of Diversity
    IV.   Integration of Theory and interventions
    V.   Discussion of approach to Intervention
        a.   Beginning Phase
        b.   Middle Phase
        c.   Ending Phase or Ongoing Phase
    VI.   Relate the Intervention to Evidenced Based Practice
    VII.   Discuss your philosophy about behavioral change and growth to the approach
    VIII. Conclusion
    IX. References		

Assignment 3:
PowerPoint Presentations
Each student will develop a PowerPoint presentation of the case analysis paper. The presentation should be focused on and include the following:
   1. Brief overview of case (Outline of Significant Facts)
   2. Brief review of literature
   3. Brief review of literature related to Diversity
   4. Theoretical methodology and interventions applied
   5. References
Be prepared for questions and answers
	20%	20

Grading Criteria and Conversion:

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

Criteria for Grading	Due Dates	Assignment Percentages
Assignment 1. SBIRT Online Training & Reflection Paper	2/17/23	20%
Assignment 2. Case analysis Sections I to II – 2/18/23 Sections III to IV- 3/11/23 Sections V to VI- 4/1/23 Final Paper (includes all sections) – 4/10/23	Sections I to II – 2/18/23 Sections III to IV- 3/11/23 Sections V to VI- 4/1/23 Final Paper (includes all sections) – 4/10/23	60%
Assignment 3. PowerPoint Presentation	4/5/23	20%

	4/12/23	
Total		100%

Assignments
Students can expect feedback and grading of assignments and exams within 7-8 days, unless otherwise noted.

Late Assignments
Late assignments will be penalized five percent each day including weekends, unless approval has been granted in ADVANCE. Unless you have communicated with me regarding extenuating circumstances prior to the due date/time, your grade will be penalized. Make-up assignments and projects are not given. Failing to complete your assignments will result in a zero for those points. Request for extensions must be based on significant extenuating circumstances (i.e., hospitalizations, death in immediate family, prolonged sickness) and must be discussed before the assignment is due, where possible. The decision to grant or not to grant an extension is at the discretion of the professor

Attendance PowerPoint Presentations
It is expected that students will attend on their assigned date. You are to notify the professor if you can not attend your assigned date, however, please note you must present on one of the dates assigned. If you miss your assigned date, you will review an "F" unless you have documented extenuating circumstances.

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	Chapter Topics/Readings/Assignments
Week 1	**Chapter Topics:** • Course Orientation • Course Description/Objectives • Social Work Theory • Assessment **READINGS:** • Theory, Social Work Methods and Participation https://journals.sagepub.com/doi/pdf/10.1177/1468017318757297 • Chapter 1 of Walsh (2019). What is a theory • Chapters 3 and 4 Cooper (2015). Clinical Interview: Assessment **Assignments:** 1. View lecture PowerPoints 2. Discuss Paper - Section I, II and III 3. Discuss SBIRT online training

Week	Chapter Topics/Readings/Assignments
	4. Discuss meeting with instructor
Week	**Chapter Topics/Readings/Assignments**
Week 2	**Chapter Topics:** Assessment and Diversity **READINGS:** • Chapters 3 and 4 Cooper (2015). Clinical Interview: Assessment • Chapter 5, Cooper, (2015) Multicultural Practice • Counseling Persons of African Descent https://ct.counseling.org/2019/03/counseling-individuals-of-african-descent/ **Assignments:** • View lecture PowerPoints • Discuss paper – Section I, II and III
Week	**Chapter Topics/Readings/Assignments**
Week 3	**Chapter Topics:** • <mark>Autism and mental health disorders</mark> • Assessment Tools **READINGS:** <mark>Chapter 3 of **Corcoran** & Walsh **(2021):**</mark> Tools- PhQ-9 – depression, suicide file:///Users/belindabruster/Downloads/PHQ9%20id%20date%2008.03.pdf Beck Depression Scale- depression https://www.ismanet.org/doctoryourspirit/pdfs/Beck-Depression-Inventory-BDI.pdf DSM-5 Cross Cutting Scale -adults https://www.psychiatry.org/getmedia/e0b4b299-95b3-407b-b8c2-caa871ca218d/APA-DSM5TR-Level1MeasureAdult.pdf DSM-5 Cross Cutting Scale -children https://www.psychiatry.org/getmedia/9352851c-d69f-411a-8933-3212e8c29063/APA-DSM5TR-Level1MeasureChildAge11To17.pdf SAFE-T Protocol (Columbia) – Instructor will share document Adolescent Psychopathology https://www.parinc.com/Products/Pkey/9 Parenting Stress Index (long/short)- https://www.researchgate.net/profile/Jason-Allaire/publication/7183086_Factor_Structure_Validity_of_the_Parenting_Stress_Index_Short_Form/links/02e7e5241df10e1a03000000/Factor-Structure-Validity-of-the-Parenting-Stress-Index-Short-Form.pdf https://www.parinc.com/Products/Pkey/335 **Assignments:**

Week	Chapter Topics/Readings/Assignments

- View Assessment tools
- Discuss paper – Section I, II and III
- Discuss SBIRT online training

Week	Chapter Topics/Readings/Assignments

Week 4

Chapter Topics:
- Developmental Theories

READINGS:
Chapter 4 of **Corcoran** & Walsh **(2021):**
- Chapter 25, Turner, Psychoanalytic, see Canvas announcements
- How much time does Psychoanalysis take?
    - https://www-tandfonline-com.pvamu.idm.oclc.org/doi/epdf/10.1080/00207578.2022.2050463?needAccess=true&role=button
- Chapter 1, Turner, Attachment
- Attachment and Psychotherapy
    - https://eds-s-ebscohost-com.pvamu.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=3&sid=94c0c176-efda-46df-8e3b-86fd53834517%40redis
- SBIRT Article
    - Ozechowski, T. J., Becker, S. J., & Hogue, A. (2015). SBIRT---A: Adapting SBIRT to Maximize Developmental Fit for Adolescents in Primary Care. *Journal of Substance Abuse Treatment.* 62, 28–37
    - https://www.journalofsubstanceabusetreatment.com/article/S0740-5472(15)00290-1/fulltext

Assignments:
1. View John Bowlby and Attachment
   https://www.youtube.com/watch?v=js2XdP9FL5Q

2. View B.F. Skinner and Behaviorism
   https://www.youtube.com/watch?v=2DrnhZ8G6EE

3. **Submit Paper – Section I**
4. Discuss SBIRT online training

Week	Chapter Topics/Readings/Assignments

Week 5

Chapter Topics:
- Schizophrenia
- Developmental Theories

READINGS:
- Chapter 5 of **Corcoran** & Walsh **(2021)**
- Chapter 7, Walsh, Behavior
- Erik Erikson, Stages of Development
    - https://www.ncbi.nlm.nih.gov/books/NBK556096/
- Piaget, Stages of Development
    - https://positivepsychology.com/piaget-stages-theory/

Assignments:
- View Piagets stages of development
  https://www.youtube.com/watch?v=IhcgYgx7aAA

	View lecture PowerPoint • Discuss paper Section II • **Submit SBIRT online training and reflection paper**
Week	**Chapter Topics/Readings/Assignments**
Week 6	**Chapter Topics:** • Bipolar Disorder • Cognitive Theories **READINGS:** • Chapter 8 of Walsh, Cognitive Behavioral Theory (CBT) • Chapter 10, Walsh, Solution Focus Brief Therapy • Chapter 7, 8 of Corcoran & Walsh **Assignments:** • View CBT Therapy session **https://www.youtube.com/watch?v=7LD8iC4NqXM** • View CBT Role Play Therapy session **https://www.youtube.com/watch?v=x7HJmVx3qN4&t=435s** • **View Solution Focus therapy session** • **https://www.apa.org/ptsd-guideline/resources/cognitive-processing-therapy-example.pdf** • Discuss paper Section II
Week	**Chapter Topics/Readings/Assignments**

Week 7	**Chapter Topics:**
	• Major Depressive Disorder
	• Cognitive Theories
	
	READINGS:
	Chapter 7 of Corcoran & Walsh (2021)**:**
	TF-CBT
	   o https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4476061/
	
	Cognitive Processing Theory (CPT)
	   o https://www.psychologytoday.com/us/therapy-types/cognitive-processing-therapy
	
	Assignments:
	• View TF-CBT therapy session
	https://www.youtube.com/watch?v=JTcjMPoxUTM
	
	• View lecture PowerPoints
	• **Submit paper – Section II**

Week	**Chapter Topics/Readings/Assignments**
Week 8	**Chapter Topics:** • The Anxiety Disorders • Cognitive Theories **READINGS:** Chapter 8 of Corcoran & Walsh (2021)**:** CPT Case study • https://www.apa.org/ptsd-guideline/resources/cognitive-processing-therapy-example.pdf **Assignments:**

Week	Chapter Topics/Readings/Assignments
	1. View lecture PowerPoints **2.** Discuss paper – Section III
Week	**Chapter Topics/Readings/Assignments**
Week 9	**Chapter Topics:** • <mark>Obsessive-Compulsive Disorder</mark> • Diversity **READINGS:** • <mark>Chapter 9 of Corcoran & Walsh (2021)</mark> • Chapter 12, Walsh, Narrative Theory • Chapter 13, Walsh, Crisis Theory • Chapter 11, Walsh, Motivational Interviewing • Task Centered https://www.socialworkdegreecenter.com/study/task-centered-practice-social-work/ • Grief and loss https://www.washington.edu/counseling/2020/06/08/the-stages-of-grief-accepting-the-unacceptable/#:~:text=Persistent%2C%20traumatic%20grief%20can%20cause,adapt%20to%20a%20new%20reality **Assignments:** **1.** View Narrative Therapy https://www.youtube.com/watch?v=BVoWicpjTVU 2. View Motivational Interviewing https://www.youtube.com/watch?v=PQzrx7JmUkM 3. View lecture PowerPoints **4. Discuss paper – Section III**
Week	**Chapter Topics/Readings/Assignments**
Week 10	**Chapter Topics:** • <mark>Post-Traumatic Stress Disorder</mark> • Children, Adolescent and Families **READINGS:** • <mark>Chapter 10 of Corcoran & Walsh (2021)</mark> • Chapter 9, Walsh, Structural Family Theory • Chapter 13, Cooper (2015) Clinical Practice with Children and Adolescent • Play Therapy https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989834/ **Assignments:** **1.** View Structural Family Therapy session **https://www.youtube.com/watch?v=UJEewdFPB7M** 2. View Play Therapy Works

	https://www.youtube.com/watch?v=_4ovwAdxCs0
	3. View lecture videos
	4. Submit Paper Section III
Week	**Chapter Topics/Readings/Assignments**
Week 11	**Chapter Topics:** • Eating Disorders: Anorexia nervosa, bulimia nervosa, and binge eating disorder **Readings:** Chapter 11 of Corcoran & Walsh (2021)**:** • Powers, J.D. & Swick, D.C. (2014). Empirically supported mental health interventions with groups: Using research to support vulnerable students in schools. *Clinical Social Work Journal, 42*, 143 – 150. **Assignments:** 1. View lecture videos 2. Questions and answers 3. **Submit Final Paper (Includes all sections)** 4. PowerPoint Presentations
Week 12	**Chapter Topics:** • Oppositional Defiant Disorder and Conduct **Readings:** Chapter 12 of Corcoran & Walsh (2021)**:** • Sheppard, M. & Clibbens, J. (2015). Preventive therapy and resilience promotion: An evaluation of social work led skills development groupwork. *Child and Family Social Work, 20*, 288 – 299. **Assignments:** 1. View lecture videos 2. Questions and answers 3. PowerPoint Presentations
Week	**Chapter Topics/Readings/Assignments**
Week 13	**Chapter Topics:** • Substance-Related and Addictive Disorders **Readings:** Chapter 13 of Corcoran & Walsh (2021)**:** • Saitz R, Alford DP, Bernstein J, Cheng DM, Samet J, Palfai T. (2010). Screening and brief intervention for unhealthy drug use in primary care settings: randomized clinical trials are needed. *J Addict Med*, 4(3), 123–130. **Assignments:** 1. View lecture videos 2. Questions and answers 3. PowerPoint Presentations

Week 14	**Chapter Topics:** • <mark>Gender Dysphoria</mark> • **LCSW Exam Prep** **Reading:** <mark>Chapter 14 of Corcoran & Walsh (2021)</mark>**:** • <mark>Wissow, L. S., van Ginneken, N., Chandna, J., &Rahman, A. (2016). Integrating children's mental health into primary care. *Pediatric Clinics of North America*, *63*(1), 97---113.</mark> o [Texas Board of Social Workers https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html](https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html) **Assignments:** 1. View lecture videos 2. Questions and answers 3. Review Texas Board of Social Workers website
Week	**Chapter Topics/Readings/Assignments**
Week 15	**Chapter Topics:** • <mark>Alzheimer's Disease</mark> • LCSW Exam Prep **Reading:** <mark>Chapter 15 of Corcoran & Walsh (2021)</mark>**:** • <mark>Stanhope, V., Videka, L., Thorning, H., & McKay, M. (2015). Moving toward integrated health: An opportunity for social work. *Social Work in Health Care*, 54(5), 383---407.</mark> • **ASWB Practice exam** **https://www.aswb.org/exam/getting-ready-for-the-exam/online-practice-test/** **Assignments:** 1. View lecture videos 2. Questions and answers 3. Review Texas Board of Social Workers website
Week 16	**Chapter Topics:** • <mark>Borderline Personality Disorder</mark> **Reading:** <mark>Chapter 16 of Corcoran & Walsh (2021).</mark> **Assignments:** 1. View lecture videos 2. Questions and answers 3. **Course Wrap-up**

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.