



**SOWK 6310 – TRAUMA INFORMED PRACTICE IN HEALTH SETTINGS**

**Instructor:** Dr. Sonya N. Carson  
**Section # and CRN:** 6310 Z01, Z02 and Z03  
**Office Location:** Online  
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**Office Hours:** Fridays 9a-4p  
**Mode of Instruction:** Online

**Course Location:** Online  
**Class Days & Times:** TBA/Lectures posted each week

**Catalog Description:** Social Work Elective : Within this course, you will be able to examine trauma via an anti-oppressive and psychosocial lens while adhering to the tenets of social work. Evidenced based understandings will be provided to help you assess and treat individuals impacted by trauma, and helps to create practices that are trauma-informed. Most importantly, this course focuses on assisting you with practicing self-care and educating yourself of trauma informed care, to promote resiliency and healing not only yourself but for the communities you serve.

**Prerequisites:** None  
**Co-requisites:** None

**Required Text(s):**  
Kanel, K (2019). A Guide to Crisis Intervention (6<sup>th</sup> ed). Cengage.

Honeycutt, A., Milliken, M., (2018). Understanding Human Behavior: A Guide for Health Care Professionals (9<sup>th</sup> ed). Cengage.

**Recommended Text(s):**  
American Psychological Association. (2020). Publication manual of the American Psychological Association (7<sup>th</sup> ed).

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed).

**Additional Resources:**

SAMSHA Trauma-Informed Approach and Trauma-Specific Interventions  
<https://www.samhsa.gov/nctic/trauma-interventions>

National Child Traumatic Stress Network Empirically Supported Treatments and Promising Practices  
<http://www.nctsn.org/resources/topics/treatments-that-work/promising-practices>

Adverse Childhood Experiences (ACEs) <https://www.cdc.gov/violenceprevention/acestudy/index.html>

**Student Learning Outcomes:**

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Program Learning Outcome # Alignment</b>	<b>Core Curriculum Outcome Alignment</b>
<b>1</b>	Define trauma from a psychological, physiological, social, and theological framework		
<b>2</b>	Identify social worker roles and responsibilities during a crises or disaster in order to participate as contributing members of an interdisciplinary emergency management response team.		
<b>3</b>	Describe ethical and culturally relevant strategies for working with individuals, couples, families and communities		
<b>4</b>	Analyze fundamental principles and constructs that underlie each of the treatment modalities used with victims of trauma, including evidence-based treatment approaches, in order to conceptualize client problems and choose appropriate interventions.		
<b>5</b>	Define the concept of vicarious trauma and identify self-care strategies appropriate to the social worker role.		
<b>6</b>	Discuss trauma’s relationship to psychiatric disorders (DSM 5), substance abuse, suicide, relational problems, and other problems in living		

**I. Core Competencies and Behaviors**

Competency 1: Demonstrate Ethical and Professional Behavior

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
Use technology ethically and appropriately to facilitate practice outcomes; and
Use supervision and consultation to guide professional judgment and behavior.

#### Competency 2: Engage Diversity and Difference in Practice

Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
Engage in practices that advance social, economic, and environmental justice.

#### Competency 4: Engage In Practice-informed Research and Research-informed Practice

Use practice experience and theory to inform scientific inquiry and research;
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
Use and translate research evidence to inform and improve practice, policy, and service delivery

#### Competency 5: Engage in Policy Practice

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
Assess how social welfare and economic policies impact the delivery of and access to social services;
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
engage diverse clients, and constituencies influential in engaging various clients and constituencies effectively organizations, and Communities
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Select and use appropriate methods for evaluation of outcomes;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 10: PVAMU School Competency: Demonstrate knowledge and competence in Africentric social work practice with Individuals, Families, Groups, Organizations, and Communities**

Identify and describe Africentric theory and components of Afrocentric interventions; and
Apply and demonstrate an understanding of evidence-based Africentric interventions in the medical and behavioral health care settings at the micro, mezzo, and macro levels

*Table 2 Major Course Requirements*

**Method of Determining Final Course Grade**

<b>Course Grade Requirement</b>	<b>Value</b>	<b>Total</b>
<p><b>Assignment 1. Self-Care Journal</b></p> <p><i>Part 1</i> – In your journal write an 1-2-page reflection discussing your own thoughts and responses to the following prompt questions: 1) How do you think this course will affect you? Your reflection should be informed by what you learned about what influences your stress. 2) What will help you cope with the material discussed in this course? Discuss your thoughts about any actions you currently use or want to start doing to help you cope with the material discussed while taking this course. 3) Do you believe your current ways of coping are effective for you in managing stress? Discuss your thoughts about your wellness strategies.</p>	20%	20

<p><b>Part II</b> – During our class, you will keep a journal that records your emotional responses to class readings, class content and experiences, as well as how you carry out self-care plan to manage your responses. You will modify your self-care plan as you gain more understandings of what works for you and what does not. At the end, you will submit a self-care journal, which contains: a) A modified version of self-care plan (make sure you mark what has been changed) (5 points); b) A log of at least 5 entries of emotional reactions toward class readings, content, experiences, and assignments as well as self-care activities that you did (5 points); c) 2-3 paragraphs of new awareness and learning about self-care you gained throughout this semester (5 points).</p>		
<p><b>Assignment 2: Discussion Post</b>  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> <p><i>Initial postings are due on Wednesday of the discussion board week. Your responses to classmates’ post is due on Saturday of the same week.</i></p> <p>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>	30% (5 points each)	30
<p><b>Assignment 3: Article Review and Critique</b>  This assignment has two parts.</p> <p><b>Part 1:</b> Pick one of the articles listed below to read and use for this assignment. Write a description summarizing the article and the findings indicated by the article you chose. This will be two to three pages in length but connected to case analysis.</p> <p>Banyard, V. L., &amp; Cantor, E. N. (2004). Adjustment to college among trauma survivors: An exploratory study of resilience. <i>Journal of College Student Development</i>, 45(2), 207-221. Retrieved from <a href="https://muse.jhu.edu/article/55451/pdf">https://muse.jhu.edu/article/55451/pdf</a></p> <p>Trauma, culture, and resiliency. Resilience and mental health: Challenges across the lifespan, 176-187. Ungar, M. (2013). Resilience, trauma, context, and culture.</p>	15 %	15

<p>Trauma, violence, &amp; abuse, 14(3), 255-266.  <a href="https://journals.sagepub.com/doi/pdf/10.1177/1524838013487805">https://journals.sagepub.com/doi/pdf/10.1177/1524838013487805</a></p> <p><b>Part 2:</b></p> <p>The case study that the student will create will identify types of trauma, conflicts, stress, and implications to the practice of social work in health care settings. The case analysis will be 4-5 pages, demonstrating students' understanding of the interrelatedness of bio-psychosocial lifespan events on medical and behavioral health and best evidence-based intervention. 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. The content must be the author's work with at least 8 outside resources.</p>		
<p><b>Assignment 4. Healing Neen</b>  Watch this video titled: 'Healing Neen' which can be found at this link:  <a href="https://www.youtube.com/watch?v=AnK00sXdTW8">https://www.youtube.com/watch?v=AnK00sXdTW8</a>  Then write a 1-2-page reflection journal discussing your own thoughts and responses to the following prompt questions (1 to 5): 1) Discuss your thoughts about your experiences and reactions to the 'Healing Neen' video and the information shared by Tonier Cain? 2) Does this information impact your understanding and perceptions about trauma survivors? 3) Does this information have an impact on your perspective of people involved in the criminal justice system, are incarcerated, or those with substance/drug addiction? 4) Does this information impact how you may interact with and perceive others who you do not know? 5) Include your thoughts about how you may apply this knowledge and your understanding to your personal and professional life now or in the future.</p>	15%	15
<p><b>Assignment 5: Term Paper</b></p> <p>This assignment requires the student to demonstrate mastery with the scholarly literature related to issue of human development, trauma, and crisis. Each student will select crisis issue and one or more of the developmental theories presented in this course. The term paper assignment requires the student to demonstrate the ability to critically analyze the utility of selected theoretical concepts, including traditional and culturally centered theoretical frameworks, to a common problem or protective factor during a specific developmental period and trauma/crisis experience for a specific population/sub-group. Explain how the theoretical modalities can assist with the trauma you selected. The paper should be 7 pages in length (Times New Roman, 12 font). Minimum of 8 references published with 8-5 years. Rubric will be provided on CANVAS to guide students on content, quality, depth, APA style. Final papers must be proofread and processed through Turnitin, and a printout of the Grammarly-Premium score must be included on the bottom of the cover page.</p>	20%	20

## Self-Care Reflection Rubric

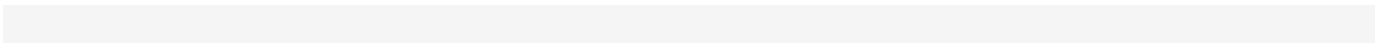
Criteria	Pts
<p>This criterion is linked to a Learning Outcome</p> <p>Organization APA formatted</p>	2 pts
<p>This criterion is linked to a Learning Outcome</p> <p>Content/Technical terms are well-defined &amp; broken down in language that is appropriate .</p> <p>Contains accurate information with no typos, misspellings, or grammatical errors. Material included is relevant to the overall purpose.</p>	2 pts
<p>This criterion is linked to a Learning Outcome</p> <p>Questions All questions outlined in the assignment are answered/addressed.</p>	4 pts
<p>This criterion is linked to a Learning Outcome</p> <p>Self-care maintenance is realistic</p>	2 pts

## Discussion Post Rubric

Criteria	Points
Posting thoroughly answers the answers the discussion prompts and demonstrates understanding of material with well developed ideas. Posting integrates assigned content and makes strong connections to practice	2
Appropriate comments: thoughtful, reflective, and respectful of other's postings.	1
Attempts to motivate the group discussion; presents creative approaches to topic.	1
Post is written well, free of grammatical mistakes	1



<b>Healing Neen Rubric</b>	<b>Pts</b>
<p>This criterion is linked to a Learning Outcome</p> <p>Organization  Paper and references are APA formatted,  Contains accurate information, with no grammatical errors.</p>	5 pts
<p>This criterion is linked to a Learning Outcome</p> <p>Questions  All questions outlined in the assignment are answered/addressed.</p>	5 pts
<p>This criterion is linked to a Learning Outcome</p> <p>Critical Thinking  Consistently does all or almost all the following:  Accurately interprets evidence, statements, questions.  Identifies arguments, pros and cons.  Thoughtfully analyzes and evaluates arguments pro major points of view.</p>	5 pts



Critiquing Internal Organization Environment Analysis Grading Rubric (1) (1)

Criteria	Ratings	Pts		
<p>This criterion is linked to a Learning Outcome Summary (15 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- Student provides a concise summary of the services provided by the organization and describes the organizational structure organization, case in two or three brief sentences.</p> <p>Good (B) (Meets graduate course relative standards "- Student provides a summary of the important facts in the case, but sentences are not concise. Sentences may be too long or there are too many of them.</p> <p>Poor C) (Fails to meet graduate course relative standards*)- Student provides a summary that is not concise is rambling and includes analysis of problems or even recommendations, which should go in subsequent sections.</p>	<table border="1" data-bbox="664 835 984 953"> <tr> <td data-bbox="669 842 841 947"><b>15 to &gt;0.0 pts Full Marks</b></td> <td data-bbox="841 842 979 947"><b>0 pts No Marks</b></td> </tr> </table>	<b>15 to &gt;0.0 pts Full Marks</b>	<b>0 pts No Marks</b>	15 pts
<b>15 to &gt;0.0 pts Full Marks</b>	<b>0 pts No Marks</b>			

<p>This criterion is linked to a Learning Outcome Analysis ( 23 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- The student identifies virtually all of the problems in the case based on theoretical knowledge acquired in assigned material (class lectures, or presentations, reading viewing, or listening). Has ample, properly formatted references to a wide variety of assigned and unassigned, relevant material.</p> <p>Good (B) (Meets graduate course relative standards "")- Student identifies many of the problems in the case based on theoretical knowledge acquired in the assigned material. Has some properly formatted references to several items of the assigned material.</p> <p>Poor (C) (Fails to meet graduate course relative standards*)- Student identifies some of the problems in the case vaguely based on the assigned material, but clearly does not fully understand the theories and principles in that material. Has few or no references, and references are not properly formatted.</p>	<table border="1" data-bbox="662 800 982 919"> <tr> <td data-bbox="667 806 841 913"> <b>23 to &gt;0.0 pts Full Marks</b> </td> <td data-bbox="841 806 977 913"> <b>0 pts No Marks</b> </td> </tr> </table>	<b>23 to &gt;0.0 pts Full Marks</b>	<b>0 pts No Marks</b>	<p>23 pts</p>
<b>23 to &gt;0.0 pts Full Marks</b>	<b>0 pts No Marks</b>			

<p>This criterion is linked to a Learning Outcome Recommendations (22 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- Student provides practical, insightful recommendations to the identified problems based on and synthesized from theoretical knowledge acquired in assigned material (class lectures or presentations, reading, viewing, or listening). Has ample, properly formatted references and sources to a wide variety of assigned and unassigned, relevant material. Supports and defends recommendations and positions with references to assigned and unassigned material.</p>				
<p>Good (B) (Meets graduate course relative standards "")- Student provides practical recommendations to the identified problems based on theoretical knowledge acquired in assigned material. Has some properly formatted references to several sources of assigned, relevant material. Supports recommendations with references to the assigned material.</p>	<table border="1"> <tr> <td data-bbox="664 974 841 1081"> <p><b>22 to &gt;0.0 pts Full Marks</b></p> </td> <td data-bbox="841 974 984 1081"> <p><b>0 pts No Marks</b></p> </td> </tr> </table>	<p><b>22 to &gt;0.0 pts Full Marks</b></p>	<p><b>0 pts No Marks</b></p>	<p>22 pts</p>
<p><b>22 to &gt;0.0 pts Full Marks</b></p>	<p><b>0 pts No Marks</b></p>			
<p>Poor (C) (Fails to meet graduate course relative standards*)- Student provides some recommendations, some of which might be impractical or are not based on theory learned in the assigned material. Has few, if any, recommendations, which are improperly formatted. It is not clear that the student has read or</p>				

<p>understands how to apply the lessons in the assigned material to the problems in the case. Has too many generalizations.</p>		
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<p>This criterion is linked to a Learning Outcome Implications (15 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- The student understands and communicates concisely what future effects the writer's recommendations have on the organization in the case. Includes references in the Implications section.</p> <p>Good (B) (Meets graduate course relative standards *)- Student understands and communicates what future effects the writer's recommendations have on the organization in the case.</p> <p>Poor (C) (Fails to meet graduate course relative standards*)- The student does not seem to understand what future effects the writer's recommendations might have on the organization in the case or continues with analysis or recommendations. Thinking is not clear.</p>			
	<p><b>15 pts</b> <b>Full Marks</b></p>	<p><b>0 pts</b> <b>No Marks</b></p>	<p>15 pts</p>

<p>This criterion is linked to a Learning Outcome Writing Style (25 points)</p> <p>Excellent (A) (Exceeds graduate course relative standards*)- Student uses proper grammar, punctuation, and spelling and writes effective sentences that make logical sense. Has a proper academic style that is void of cliches and informal, colloquial phrases and language. Writing is well organized and logically coherent.</p> <p>Good (B) (Meets graduate course relative standards "")- For the most part, the student uses proper grammar, punctuation, and spelling and writes reasonably effective sentences that generally make logical sense. Has a proper academic style that generally avoids cliches and informal, colloquial phrases and language. Writing is well organized and generally logically consistent</p> <p>Poor (C) (Fails to meet graduate course relative standards*)- Student does not use proper grammar, punctuation, or spelling throughout the paper. Many of the sentences are ineffective and do not make logical sense. Does not have a proper academic style and often uses cliches, overly informal, or colloquial language. Writing is not well organized and not logically consistent. Writing is rambling and often doesn't make sense. The writer has omitted pertinent content or content runs-on excessively. Quotations</p>	<table border="1" data-bbox="662 968 982 1087"> <tr> <td data-bbox="667 974 841 1081"><b>25 to &gt;0.0 pts Full Marks</b></td> <td data-bbox="841 974 977 1081"><b>0 pts No Marks</b></td> </tr> </table>	<b>25 to &gt;0.0 pts Full Marks</b>	<b>0 pts No Marks</b>	25 pts
<b>25 to &gt;0.0 pts Full Marks</b>	<b>0 pts No Marks</b>			



from others outweigh the writer's own ideas excessively.

Total Points: 100

## TERM PAPER Requirements

1. This assignment **MUST** be typed using APA 7<sup>th</sup> edition style
2. Please use headers and subtopics.
3. This paper **MUST** be typed with double-space, one-inch margin & 12 font size, Times New Roman and reference the APA 7<sup>th</sup> edition from the above suggested texts.
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 eight references **MUST** be included at the end of the paper.
6. It is to be at least seven pages in length and a majority of the student's original thought.
7. 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.**

**\*\*\*\*A sample APA paper and checklist has been placed in your module for further guidance.\*\*\***

### 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
<b>Assignment 1.</b> Self-care Journal	Part I – 1/20/24 Part II – 4/27/24	20
<b>Assignment 2:</b> Discussion Post 6@5 percent each <i>Initial postings are due on Wednesday of the discussion board week. Your responses to classmates' post is due on Saturday of the same week.</i>	Jan 24/Jan 27 Jan 31/Feb 3 Feb 14/Feb 17 Mar 6/Mar 9 Mar 27/Mar 30 Apr 10/Apr 13	30
<b>Assignment 3:</b> Healing Neen	March 23	15
<b>Assignment 4.</b> Article Review & Critique	April 6	15
<b>Assignment 5:</b> Term Paper	May 4	20
Total		<b>100</b>

### 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

**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*

<b>Week/Dates</b>	<b>Chapter Topics/Readings/Assignments</b>
<b>Week 1</b>	<p><b>Chapter Topics:</b> Introduction, Syllabus Review. Getting Oriented: Themes and Concepts. Trauma Informed Care in Health Settings.</p> <p><b>READINGS:</b> Chapter 10 of Honeycutt &amp; Milliken (2018)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. View lecture PowerPoints</li> <li>2. Complete self-care journal part I</li> <li>3. Be able to discuss forms of self-care you will use during the course of the class.</li> </ol>
<b>Week/Dates</b>	<b>Chapter Topics/Readings/Assignments</b>
<b>Week 2</b>	<p><b>Chapter Topics:</b> ABC's of Trauma</p> <p><b>READINGS:</b> Chapters 1, and 3 of Kanel (2019)</p> <p><b>Assignments:</b></p>

	<ol style="list-style-type: none"> <li>1. View lecture PowerPoints</li> <li>2. Submit discussion post on chapter 3 of Kanel (2019).</li> </ol>
<b>Week/Dates</b>	<b>Chapter Topics/Readings/Assignments</b>
<b>Week 3</b>	<p><b>Chapter Topics:</b> Understanding Human Behavior</p> <p><b>READINGS:</b> Chapters 2, 4, and 5 of Honeycutt &amp; Milliken (2018)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. View lecture PowerPoints</li> <li>2. Submit discussion post on chapter 4 of Honeycutt &amp; Milliken</li> </ol>
<b>Week/Dates</b>	<b>Chapter Topics/Readings/Assignments</b>
<b>Week 4</b>	<p><b>Chapter Topics:</b> Basic of Human Behavior and perception of Human Worth</p> <p><b>READINGS:</b> Chapters 6, 7, and 8 Honeycutt &amp; Milliken (2018)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture PowerPoints</li> <li>• Discuss Healing Neen answer questions regarding assignment</li> </ul>
<b>Week/Dates</b>	<b>Chapter Topics/Readings/Assignments</b>
<b>Week 5</b>	<p><b>Chapter Topics:</b> Ethical and Professional Issues</p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 of Kanel (2019).</li> <li>• Chapter 3 of Honeycutt &amp; Milliken (2018)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture PowerPoints</li> <li>• Submit discussion post on chapter 2 of Kanel</li> <li>• Discuss Article Critique answer questions regarding assignment</li> </ul>
<b>Week/Dates</b>	<b>Chapter Topics/Readings/Assignments</b>
<b>Week 6</b>	<p><b>Chapter Topics:</b> Theoretical Modalities</p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Lecture 1, 5 and 6 of Kanel (2019).</li> <li>• Read the article by Resler below: and be prepared for an interactive class discussion Systems of Trauma  Racial Trauma <a href="https://www.fact.virginia.gov/wp-content/uploads/2019/05/Racial-Trauma-Issue-Brief.pdf">https://www.fact.virginia.gov/wp-content/uploads/2019/05/Racial-Trauma-Issue-Brief.pdf</a></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture PowerPoints</li> <li>• Discuss Term Paper answer questions regarding assignment</li> </ul>
<b>Week/Dates</b>	<b>Chapter Topics/Readings/Assignments</b>

<p><b>Week 7</b></p>	<p><b>Chapter Topics:</b> Personal Trauma</p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Lecture 6, 7, 8, and 11 of Kanel (2019).</li> <li>• Read the article by Barzilay et al below: and be prepared for an interactive class discussion</li> </ul> <p>Ran Barzilay, Tyler M. Moore, Monica E. Calkins, Lydia Maliackel, Jason D. Jones, Rhonda C. Boyd, Varun Warriar, Tami D. Benton, Maria A. Oquendo, Ruben C. Gur, &amp; Raquel E. Gur. (2021). Deconstructing the role of the exposome in youth suicidal ideation: Trauma, neighborhood environment, developmental and gender effects. <i>Neurobiology of Stress</i>, 14(100314-).</p> <p><a href="https://eds-s-ebshost-com.pvamu.idm.oclc.org/eds/detail/detail?vid=1&amp;sid=7f346f9d-b0da-4432-b27b-15db813e4777%40redis&amp;bdata=#AN=edsdoj.b86de4ca9b8f4167abb6b7d02c396b15&amp;db=edsdoj">https://eds-s-ebshost-com.pvamu.idm.oclc.org/eds/detail/detail?vid=1&amp;sid=7f346f9d-b0da-4432-b27b-15db813e4777%40redis&amp;bdata=#AN=edsdoj.b86de4ca9b8f4167abb6b7d02c396b15&amp;db=edsdoj</a></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture PowerPoints</li> </ul>
<p><b>Week/Dates</b></p>	<p><b>Chapter Topics/Readings/Assignments</b></p>
<p><b>Week 8</b></p>	<p><b>Chapter Topics:</b> Trauma and Race</p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 of Kanel (2019).</li> <li>• Read journal article by Hargon, C et al (2022) below and be prepared for an interactive discussion</li> </ul> <p>Race-Based Stress Reactions and Recovery: Pilot Testing a Racial Trauma Meditation <b>Journal of Black Psychology</b> (J BLACK PSYCHOL), Sep2022; 48(5): 645-677. (33p).</p> <ul style="list-style-type: none"> <li>• Read Understanding Racial Trauma <a href="https://ww1.odu.edu/content/dam/odu/offices/academic-affairs/docs/racial-trauma-and-diversity.pdf">https://ww1.odu.edu/content/dam/odu/offices/academic-affairs/docs/racial-trauma-and-diversity.pdf</a></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture PowerPoints</li> </ul>
<p><b>Week/Dates</b></p>	<p><b>Chapter Topics/Readings/Assignments</b></p>
<p><b>Week 9</b></p>	<p><b>Chapter Topics:</b> Social Worker Health Care Provider COVID-19 and effects on mental health in vulnerable groups</p> <p><b>READINGS:</b> Chapters 1, 19 of Honeycutt &amp; Milliken (2018)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture PowerPoints</li> </ul>

	<ul style="list-style-type: none"> <li>• Submit Discussion Post on journal article by Seok et al. below: Seok Hyun Nam, &amp; Jong-Chul Yang. (2021). COVID-19 Pandemic and Mental Health of Vulnerable Two Groups: Developmental Trauma of the Child-Adolescents and Work Disaster of Health Care Workers. <i>Chonnam Medical Journal</i>, 57(1), 7–12 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7840344/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7840344/</a></li> </ul>
<b>Week/Dates</b>	<b>Chapter Topics/Readings/Assignments</b>
<b>Week 10</b>	<p><b>Chapter Topics:</b> Crises related to Military Service:</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 of Kanel (2019)</li> <li>• Read journal article by Street (2021) and be prepared for an interactive discussion Veterans’ Perspectives on Military Sexual Trauma-Related Communication With VHA Providers <a href="https://eds-s-ebSCOhost-com.pvamu.idm.oclc.org/eds/detail/detail?vid=11&amp;sid=53538a9e-5660-4e5d-9af5-9520d0e181ab%40redis&amp;bdata=#AN=2019-61798-001&amp;db=psyh">https://eds-s-ebSCOhost-com.pvamu.idm.oclc.org/eds/detail/detail?vid=11&amp;sid=53538a9e-5660-4e5d-9af5-9520d0e181ab%40redis&amp;bdata=#AN=2019-61798-001&amp;db=psyh</a></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit Healing Neen</b></li> <li>• View lecture PowerPoints</li> </ul>
<b>Week 11</b>	<p><b>Chapter Topic</b> Frustration and Inner Conflict</p> <p><b>Readings:</b> Chapter 12 of Honeycutt &amp; Milliken (2018)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Submit discussion post on chapter 12 of Honeycutt &amp; Milliken</li> <li>• View lecture PowerPoints</li> </ul>
<b>Week 12</b>	<p><b>Chapter Topic</b> <b>Effective Communication</b></p> <p><b>Readings:</b> Chapter 15 of Honeycutt &amp; Milliken (2018) and be prepared for an interactive discussion</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit Article Critique</b></li> <li>• View lecture PowerPoints</li> </ul>
<b>Week/Dates</b>	<b>Chapter Topics/Reading/Assignments</b>

<p><b>Week 13</b></p>	<p><b>Chapter Topic</b>  <b>Aging, Physical Illness and Disabilities</b></p> <p><b>Readings:</b>  Chapter 12 of Kanel and be prepared for an interactive class discussion</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Submit discussion post on chapter 12 of Kanel</li> <li>• View lecture PowerPoints</li> </ul>
<p><b>Week 14</b></p>	<p><b>Chapter Topics:</b>  Grief and Loss  Death, attitudes, and Practices</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapters 16 &amp; 17 of Honeycutt &amp; Milliken (2018)</li> <li>• Read journal article by Goldsworthy (2005) be prepared for an interactive discussion</li> </ul> <p>K. Kellie Goldsworthy (2005) Grief and loss theory in social work practice: All changes involve loss, just as all losses require change, Australian Social Work, 58:2, 167-178, DOI: <a href="https://doi.org/10.1111/j.1447-0748.2005.00201.x">10.1111/j.1447-0748.2005.00201.x</a></p> <p><a href="https://eds-p-ebshost-com.pvamu.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=1&amp;sid=2949ca09-9be7-4985-9f9c-0ec866136826%40redis">https://eds-p-ebshost-com.pvamu.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=1&amp;sid=2949ca09-9be7-4985-9f9c-0ec866136826%40redis</a></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture PowerPoints</li> </ul>
<p><b>Week 15</b></p>	<p><b>Chapter Topics:</b>  Trauma and implications for Social Work</p> <p><b>Readings:</b>  Read journal article by Los Angeles Times (2017) and be prepared for an interactive discussion  Quiet Crisis among African American Women and Childbirth  <a href="http://www.latimes.com/world/global-development/la-na-texas-black-maternal-mortality-2017-htmlstory.html">http://www.latimes.com/world/global-development/la-na-texas-black-maternal-mortality-2017-htmlstory.html</a></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Submit Reflection Journal Part II (final)</b></li> </ul>
<p><b>Week 16</b></p>	<p><b>Chapter Topic:</b>  Course wrap up</p> <p><b>Readings:</b>  Course wrap up</p>

	<b>Assignments:</b> <ul style="list-style-type: none"><li>• <b>Submit Term Paper</b></li></ul>
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## **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: [atesting@pvamu.edu](mailto:atesting@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](http://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.