



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

## **Course Prefix, Number and Title: SOWK 501 Foundations of Generalist Practice**

**Course CRN # and Section: CRN 20461 (1AS)**

**Semester Taught (including year): Spring 2019**

**Credit Hours: 3**

**Prerequisites: Admissions Intro the MSW Program**

**Course Time (if applicable): N/A**

**Building and Room Number (if applicable): N/A**

**Professor: Mrs. Robbin Durham**

**Office Location: Admin 213**

**Office Hours:**

**Email: [rmdurham@concord.edu](mailto:rmdurham@concord.edu)**

**Phone: 304-384-5218**

**Office Fax: 304-384-6091**

**College/Department Website:**  
<http://www.concord.edu/sws/>

### **Course Description/Rationale:**

This is the introductory course to the advanced generalist social work profession for students entering the Generalist Program. The course provides an overview of the history and development of the profession, the values and ethics of the profession, the generalist knowledge and competencies necessary for practitioners, and practice with all sizes of systems and populations.

**Course Management System:** Blackboard Learning Platform

One of the benefits of utilizing Blackboard (Bb) is taking into consideration the health and preservation of our environment. Hence, students are encouraged to reduce the amount of printing and are required to submit their written assignment via Blackboard.

Students will also be able to track points earned for assignments. The Professor will post announcements and email related to this course exclusively on Blackboard (Bb). Therefore, students are encouraged to Log into Bb daily and consistently throughout the semester.

Students who experience difficulties with Bb should contact the Help Desk

([cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu) or ext. 5291 on campus phone, or 304-716-0054 from off campus or cell phone). Students are also encouraged to review the “On Demand Help Video for Students” that is available on Blackboard.

In addition, email the professor through the Bb course messages immediately to explain the situation. If Bb is inaccessible due to the campus server being down), email your professor immediately to explain the situation. This procedure provides documentation of the date and time of the email and the situation. Attach the assignment to the email, if applicable.

**Zoom Video Communication Platform:**

Zoom video communication replaces the adobe connect platform for on-line sessions. It’s a user-friendly system that will be used for synchronous sessions. Students may also be able to utilize Zoom for meetings with fellow students for group assignments and/or to meet and support each other throughout the semester. Each professor will have their own login information their course. For more information about Zoom, students can log on to Zoom.us. For 24/7 technical support, go to support.zoom.us.

**Hardware/Software needed (include privacy policies, if applicable):**

To be an effective participant in Concord’s University’s online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

	Minimum	Recommended
Operating System	Windows 7 or higher Mac OS X 10.8 or higher	Windows 10 Mac OS X 10.10
Internet Browser	Internet Explorer 11 Firefox 31 or higher Safari 6 or higher	Firefox 47.0 Safari 9.1
Processor	Windows: 2 GHz Mac: 1.1 GHz	Windows: 3 Ghz Mac: 1.3 GHz Intel Core m7
Memory	Windows: 2 GB RAM Mac: 512 MB RAM	Windows: 8 GB RAM Mac: 4 GB RAM
Internet Connection	Cable Broadband (high-speed) 5 Mbps or higher	Cable Broadband (high-speed) 15 Mbps or higher
Java	JRE Version 7 or higher	JRE Version 8 Update 101

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem-solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web

7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard (Bb) learning platform with support provided in the course
12. Access to a microphone and audio to participate in the Synchronized Sessions (SY) through Zoom

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: <http://hub.concord.edu/technology/node/12>.

**Text requirements:**

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington: American Psychological Association.

Kirst-Ashman, K (2015). *Introduction to Social Work & Social Welfare: Critical Thinking Perspectives* (5th Ed.). Boston: Cengage Learning ISBN: 978-1305388390

**Concord University Educational Goal(s):**

Knowledge

**National Standards:** Students are expected to adhere to the NASW Code of Ethics and the Council on Social Work Education Core Competencies.

**Competency 1: Demonstrate Ethical and Professional Behavior**

**Generalist Behaviors**

**Behavior 1:** 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.

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**Behavior 3:** Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication.

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes.

**Behavior 5:** Use supervision and consultation to guide professional judgement and behavior.

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

**Generalist Behaviors**

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences.

**Behavior 8:** 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**

**Generalist Behaviors**

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

## **Generalist Behaviors**

**Behavior 11:** Use practice experience and theory to inform scientific inquiry and research;

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery.

## **Competency 5: Engage in Policy Practice**

### **Generalist Behaviors**

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services.

**Behavior 16:** 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**

### **Generalist Behaviors**

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

## **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

### **Generalist Behaviors**

**Behavior 19:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

**Behavior 20:** 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.

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**Behavior 22:** 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**

### **Generalist Behaviors**

**Behavior 23:** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

### **Generalist Behaviors**

**Behavior 28:** Select and use appropriate methods for evaluation of outcomes.

**Behavior 29:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Learning Outcomes:**

By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

**CSWE Dimensions:** Knowledge (Required readings, Discussions, Essays, Field of Practice Paper, Code of Ethics Paper) Skills (Discussions, Field of Practice Paper, Essays, Code of Ethics Paper) Values (Discussions, Essays, Code of Ethics Paper)

### **Competency 1: Demonstrate Ethical and Professional Behavior**

#### **Generalist Behaviors**

**Behavior 1:** 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. (*Assignments: Assigned reading assignments (Knowledge, Skills), Essays (Knowledge, Skills, Values), Discussions (Knowledge, Skills), Code of Ethics Paper (Knowledge, Skills, Values)*)

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (*Assignments: Essays (Knowledge, Skills, Values), Discussions (Knowledge, Skills, Values), Code of Ethics Paper (Knowledge, Skills, Values)*)

**Behavior 3:** Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication. (*Assignments: Discussions (Knowledge, Skills), Essays (Knowledge, Skills), Field of Practice Paper (Knowledge, Skills), Interview (Skills), Code of Ethics Paper (Knowledge, Skills)*)

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes. (*Assignments: Discussions, Essay*)

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

#### **Generalist Behaviors**

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (*Assignments: Assigned Readings (Knowledge), Essays (Knowledge, Skills), Discussions (Knowledge, Skills)*)

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences. (*Assignments: Essays (Knowledge, Skills), Discussions (Knowledge, Skills), Field of Practice Paper/Interview (Skills)*)

**Behavior 8:** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (*Assignments: Essays (Knowledge, Skills), Discussions (Knowledge, Skills), Code of Ethics Paper (Knowledge, Skills)*)

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

#### **Generalist Behaviors**

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (*Assignments: Essays (Knowledge), Discussions (Knowledge)*)

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice. (*Assignments: Assigned Readings (Knowledge), Discussions (Knowledge, Skills), Essays (Knowledge, Skills)*)

#### **Competency 4: Engage in Practice-informed Research and Research-informed Practice Generalist Behaviors**

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery. (*Assignments: Readings (Knowledge), Discussions (Knowledge, Skills), Field of Practice Paper (Knowledge, Skills)*)

#### **Competency 5: Engage in Policy Practice Generalist Behavior**

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (*Assignments: Readings (Knowledge), Discussions (Knowledge)*)

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services. (*Assignments: Readings (Knowledge), Discussions (Knowledge)*)

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

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. (*Assignments: Reading (Knowledge), Interview (Knowledge, Skills), Essays (Knowledge, Skills)*)

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (*Assignments: Interview (Knowledge, Skills)*)

#### **Course Requirements**

##### Required Skills

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem-solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web
7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard learning platform with support provided in the course.

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: <http://hub.concord.edu/technology/node/12>.

**Assignments:** General Descriptions: Below is a general listing for assignments. For all assignments, a more thorough description will be given under the corresponding module assignment folders. Please make sure to review all assignment folders for specific instructions and information on grading.

**Required Readings:** Reading assignments from the text or other articles will be noted in each learning module. Students are expected to complete all readings for each module

**Discussion Board:** Each module the professor will post discussion questions relevant to the learning module. Each student must post an original comment and respond to at least three other student's posts.

**Essays:** Each module the professor will post topics for each student to research and provide a written analysis. The general expectation is the papers will be between 3-5 pages and will be in the format of the Publication Manual of the American Psychological Association (6th Ed.) for in-text citations, reference lists, and paper format. No credit will be given for papers that are not in APA format and fully documented.

**Field of Practice Paper:** The student will choose a field of practice in the social work profession and conduct a literature review concerning that field. As you will come to know, a field is an overall related area of practice. These can include but are not limited to; Child Welfare, Youth and Family Services, Mental/Behavioral Health, Medical, Gerontology, Hospice, School, Community, Research, Policy, Public Health etc. Under each field of practice there are different settings. Thus, in the field of child welfare one may find the settings of DHHR/CPS, Children's' Home Society, etc. This project will culminate in a written paper that covers the history of the field, the types of job opportunities in the field, the job responsibilities of social workers in the field, and the issues and concerns social workers address in that field. The paper must be written using the format of the Publication Manual of the American Psychological Association (6th Ed.) for in-text citations, reference lists, and paper format. No credit will be given for papers that are not in APA format and fully documented. This assignment also requires an interview with a social worker in the field of practice you are researching. The Social Worker being interviewed needs to have worked in the field for at least 2 years. Students may choose the field in which they currently work, or the student may choose a different field or setting.

**Code of Ethics Paper:** Each student will start this project by reading the National Association of Social Workers Code of Ethics. After reviewing the code, the student will generate a written paper that discusses the history of the code of ethics, major updates and changes in the code, areas the student may disagree with or struggle to follow, implications for social work practice. The paper must be written using the format of the Publication Manual of the American Psychological Association (6th Ed.) for in-text citations, reference lists, and paper format. No credit will be given for papers that are not in APA format and fully documented.

### **Grading Policy and Scale, Make-up Policy, Late Work:**

#### **Course Evaluation:**

Activity:	Grade point:
Module Discussion Board (14)	210
Essays (8)	200
Field of Practice Paper	100
Code of Ethics Paper	100

The final course grade will be based upon the total number of points accumulated on the above activities out of the possible points for the same activities (percentage basis):

560-610	A
509-559	B
458-508	C
457 and below	F

### **Required Readings:**

Reading assignments from the text or other articles will be noted in each learning module. Students are expected to complete all readings for each module.

### **On Line Attendance:**

Since this course is being offered on line utilizing Blackboard, the concept of “attendance” is different. Student attendance in online courses is defined as active participation in the course as described in the course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation no more frequently than daily, which can be documented by any or all of the following methods:

- Discussion forums
- Submission/completion of assignments
- Communication with the instructor
- Or other course participation

Students are required to log in to each online course by the second day during the week in which the course officially begins, or the day enrolled during late registration to complete the initial introductory postings required in the course. As a component of attendance student email, course announcements and discussion forums should be checked frequently (daily is recommended). The student is solely responsible for checking updates related to the course. In the case of an anticipated absence, such as military deployment, the student should contact the instructor in advance and make arrangements to complete the required assignments. In case of an emergency (illness/accident or death in family), a student should contact the instructor as soon as possible providing documentation supporting the need for any late submission of a graded event.

Although you will have a certain amount of flexibility in when you access the course materials and complete your work, you still will have several deadlines to meet during the course period and you must be finished with the course by the end of the course period.

### **Grading:**

Assignments will be graded within a two-week period from submission.

### **Academic Policies:**

Please see the Concord University Social Work Program Student Handbook for additional policies regarding expectations and rights afforded to graduate students

<https://www.concord.edu/sws/sites/www.concord.edu.sws/files/files/MSW%20Student%20Handbook%2011-14-18.pdf>.

### **Late Assignments:**

Dependent on the assignment, the instructor may allow late submissions. Understand however, that



students must communicate with the instructor through Blackboard Course Messages. A statement requesting the late submission option prior to the assignment deadline. If the student elects to take this option, the highest score possible is an 89%. Remember to have late submissions submitted by the date given by the instructor. The instructor has sole discretion for approval of late submissions.

**Course response/Instructor Access:**

The instructor will make every effort to respond to inquiries and/or concerns within 48 hours (excluding weekends or other times where the instructor is not available). Please utilize Concord University Email and not Blackboard Email for concerns. The instructor may utilize Discussion Board “Open Forum” or Announcements to respond if the answer to the inquiry would benefit other students.

**Course Timeline (Schedule of Assignments/Assessments/Presentations)**

See course module and assignment folders for due dates and expectations.

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy**

Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

## **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

## **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

## **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

### University Closure

No students or employees are to report.

### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

## **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

## **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report

any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**

### **Miscellaneous (for example):**

#### **Proper Netiquette:**

The Cybersmile Foundation provides basic netiquette which should be utilized in discussion posts and in other communication in this course. (<https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette>)

#### **Examples of Good Netiquette:**

- Include context. When commenting on a message thread it is good netiquette to include a relevant quote from the original message to give context to your comment.
- Check, then click. Before you post a comment, double check that you are saying exactly what you want to say. One small error can completely change the meaning of your message, so read and read again before sending. We are only human. Remember that an actual person with real feelings, beliefs, imperfections and emotions is behind every message, email or comment. It's sometimes easy to get carried away and write something that you would not dream of saying to someone's face.
- Do you get it? Jokes, dark humor and sarcasm are often difficult to convey over the internet. So to avoid potential misunderstandings always indicate the humorous nature of your comment. You could do this by using emoticons, putting "lol" (laugh out loud) at the end of the message or by starting with a phrase like, "On a lighter note..."
- Newbies. We were all once new to emails, messaging and forum posts so always try and help someone new who is making mistakes.
- Don't spam! It is normal to want to be noticed in the crowd of people on social media – but spamming (another word for sending the same or similar messages lots of times) can be annoying and may have the opposite effect!
- Express yourself. Don't be afraid to express yourself openly and honestly. Netiquette is not about restricting expression but about making it easier for people to understand. Allow others to express themselves too. Remember that everybody has an opinion, so allow them to express it. You may have to agree to disagree on many issues, but just make your point and move on. Don't let a simple difference of opinion escalate into an argument.
- Don't SHOUT. Avoid writing whole words or sentences in capital letters. This is the equivalent of someone SCREAMING IN YOUR EAR!

- Respect people's privacy. Don't pass on another person's private information or photos unless you have their permission. Not only is this bad netiquette but you may also be accused of cyberbullying or online harassment.
- Avoid conflict. Trading insults and abuse – also known as 'flaming' – is not good netiquette. It is pointless and negative and could get you banned from the site. Avoid being drawn into fights and never post abuse on someone's message board.

**Student Resources:**

Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center ([asc@concord.edu](mailto:asc@concord.edu); 304-384-6074). The schedule will be posted online: <http://cs.concord.edu/tutoring/>.

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.