SW 427 - SOCIAL WORK METHODS WITH ORGANIZATIONS, COMMUNITIES AND LEGISLATURES (Section #1002)
Spring 2026

Course Information

Instructor Information

Instructor: Assistant Professor Dominique Montgomery
Office: School of Social Work (Building 058) Office 205
Phone: 775-682-8719
Email: dominiquemontgomery@unr.edu
Office Hours: After class or by appointment

Course Description

One of a four-course sequence emphasizing application of skills, knowledge, and values to social work practice. Focuses on competent intervention with organizations, communities and legislatures.

Land Acknowledgement

We acknowledge that the University of Nevada, Reno is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for Indigenous Peoples and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.

To recognize the land expresses gratitude and appreciation to those whose territory you live on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the longstanding history that has brought you to this place and to seek understanding about your place within that history. Colonization does not exist in past-tense or as an artifact of history. Colonialism is a current ongoing process. We must be mindful of our present participation.

It is important to acknowledge the land, her people, and the impact of settler colonialism. We recognize that we are here because of a painful history of genocide and forced removal from this territory, and we honor and respect the many diverse Indigenous peoples still connected to this land on which we live, work, and gather. In remembering these communities, we honor their legacy, their lives, and their descendants.

To look up whose land you stand on, go to this website: https://native-land.ca/.

To see an interactive timeline of major historical events in the United States, from an Indigenous perspective: https://nativephilanthropy.candid.org/timeline/. The timeline includes historically traumatic events, settler colonial policies, and Native resistance movements.

Course Pre/Co-requisites

Admission to the Social Work major's Professional Sequence.

Student Learning Outcomes

*A*fter completion of this course, students should be able to:

- SLO 1: Examine the effects of personal biases and judgments on professional interactions and engage in continuous self-reflection and professional-improvement.
- SLO 2: Apply models of ethical reasoning to explore complex ethical dilemmas in macro practice.
- SLO 3: Apply evidence-based information and logic to policy positions.
- SLO 4: Critically analyze policies using various analytic frameworks.
- SLO 5: Apply cultural humility to build rapport, conduct thorough assessments and cultural-appropriate interventions with diverse client groups in community settings.
- SLO 6: Analyze issues of access, equality, and equity within social service policies, programs and procedures.
- SLO 7: Prepare line-item budget in support of a grant proposal.
- SLO 8: Identify strategies involved in lobbying elected officials, including preparing fact sheets and legislative testimony as well as bill tracking.

Required Texts/Course Materials

- Meyers-Lipton, S. J. (2023). CHANGE! A Student Guide to Social Action 2nd Edition. Routledge. New York
- Additional Readings provided on WebCampus.

CSWE 2022 Competencies

In this program, students are expected to demonstrate the practice behaviors of all nine competencies. Please review CSWE 2022 Competencies (PDF) for details about each competency. The Competencies in bold are those that will be met in this course.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*
- Competency 9: Evaluate Practice with individuals, families, groups, organizations, and Communities*

*This course focuses on the development of organization and community level assessment, intervention and evaluation practices.

CSWE Competency Mapping

CSWE Competency	Student Learning Outcomes (SLO)	Course Requirements
Competency 1: Demonstrate Ethical and Professional Behavior	SLO 1: Examine the effects of personal biases and judgments on professional interactions and engage in continuous self-reflection and professional-improvement. SLO 2: Apply models of ethical reasoning to explore complex ethical dilemmas in macro practice.	Online Discussion 1: Campaign Issues Interest Portfolio Assignments Campaign Group Meetings Quizzes
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	SLO 2: Apply models of ethical reasoning to explore complex ethical dilemmas in macro practice. SLO 6: Analyze issues of access, equality, and equity within social service policies, programs and procedures.	Advocacy Project Fact Sheet Advocacy Project Testimony and Responses Campaign Portfolios Final Campaign Presentation Quizzes

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	SLO 1: Examine the effects of personal biases and judgments on professional interactions and engage in continuous self-reflection and professional-improvement. SLO 2: Apply models of ethical reasoning to explore complex ethical dilemmas in macro practice. SLO 5: Apply cultural humility to build rapport, conduct thorough assessments and culturally-appropriate interventions with diverse client groups in community settings. SLO 6: Analyze issues of access, equality, and equity within social service policies, programs and procedures.	Portfolio Assignments Advocacy Project Fact Sheet Advocacy Project Testimony and Responses Quizzes
Competency 5: Engage in Policy Practice	SLO 2: Apply models of ethical reasoning to explore complex ethical dilemmas in macro practice. SLO 3: Apply evidence-based information and logic to policy positions. SLO 4: Critically analyze policies using various analytic frameworks. SLO 6: Analyze issues of access, equality, and equity within social service policies, programs and procedures. SLO 7: Identify strategies involved in lobbying elected officials, including preparing fact sheets and legislative testimony as well as bill tracking. SLO 8: Prepare line-item budget in support of a grant proposal.	Advocacy Project Fact Sheet Advocacy Project Testimony and Responses Campaign Portfolios Final Campaign Presentation Final Campaign Binder Quizzes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	SLO 5: Apply cultural humility to build rapport, conduct thorough assessments and culturally-appropriate interventions with diverse client groups in community settings. SLO 8: Prepare line-item budget in support of a grant proposal.	Portfolio Assignments Campaign Portfolios Final Campaign Binder Quizzes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	SLO 3: Apply evidence-based information and logic to policy positions. SLO 5: Apply cultural humility to build rapport, conduct thorough assessments and culturally-appropriate interventions with diverse client groups in community settings.	Portfolio Assignments Campaign Portfolios Final Campaign Binder Quizzes
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, Groups, Organizations, and Communities	SLO 3: Apply evidence-based information and logic to policy positions. SLO 5: Apply cultural humility to build rapport, conduct thorough assessments and culturally-appropriate interventions with diverse client groups in community settings. SLO 7: Identify strategies involved in lobbying elected officials, including preparing fact sheets and legislative testimony as well as bill tracking. SLO 8: Prepare line-item budget in support of a grant proposal.	Advocacy Project Fact Sheet Advocacy Project Testimony and Responses Campaign Portfolios Campaign Meetings Final Campaign Presentation and Responses Quizzes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SLO 4: Critically analyze policies using various analytic frameworks. SLO 6: Analyze issues of access, equality, and equity within social service policies, programs and procedures.	Portfolio Assignments Campaign Portfolios Campaign Binder Final Campaign Binder Quizzes

Course Requirements and Summary of Assignments

Instructional Content

To prepare for all learning activities, students must read or watch materials in each week's module. Reading textbook chapters, articles, and links to websites is required for in-class discussions and assignments. Lectures, in-class discussions, and in-class activities offer opportunities for in-depth learning and opportunities for substantial progress to be made on assignments.

Discussions

In-class and virtual discussions in the course are valuable outlets to connect students' thoughts, experiences, opinions, and beliefs on a variety of subjects. The expectation is for all students to actively participate in creative thought while maintaining the utmost level of professionalism in online interactions. Constructive strength-based comments and questions are acceptable ways for the class to discuss topics and are not to be viewed as criticism of one another.

Quizzes

Three self-assessment quizzes are designed to help students gauge their understanding of key concepts. The quizzes draw from course readings, videos, lectures, and campaign activities. It is low-stakes—students earn full participation credit for attempting the quiz. The goal is to encourage reflection, identify areas for review, and support ongoing learning in a stress-free environment.

Advocacy Project

Students will engage in a two-part Advocacy Project designed to develop real-world policy advocacy skills. First, each student will select a current local, state, or federal bill or policy as their advocacy focus.

Fact Sheet
Students will create a compelling fact sheet that explains the issue, its significance, and recommended actions, targeting legislators and community organizations.

Testimony
Students will prepare and present a testimony, sharing their position as they would in a legislative session live in class. Students will also participate in peer review by responding to classmates' testimonies and answering questions about their own presentations. This project empowers students to influence policy, champion communities, and practice persuasive communication in a professional context.

Student Campaigns

In this course, you will collaborate with a small group of peers to plan a social action campaign focused on creating meaningful social change. During class, you and your classmates will form groups based on shared interests and passions for specific social issues, as this has historically led to more robust campaigns. Each group will include approximately 3–5 members. Within these campaign groups you will complete three major assignments for the course.

Portfolio Assignments
Campaign groups answer portfolio questions that reflect understanding of course concepts and critical thinking regarding how best to take action to further the demands associated

with their selected campaign issue. Each group combines its responses into a single document, organized by the portfolio number.

Final Campaign Binder

Students will work in their campaign groups to create a comprehensive campaign binder that documents their social action campaign experience. The binder consists of 10 sections (50–150 words each), covering issue identification, leadership, change theory, alliance building, research, group dynamics, campaign activities and actions, lessons learned, and sustainability recommendations. Each section should include suggestions for future groups.

Campaign Presentation and Responses

Campaign groups will also prepare a five- to ten-minute PowerPoint presentation to showcase their campaign, highlight achievements, and share future recommendations. Every group member must participate in the presentation, which will occur during the last week of class. Groups will be expected to respond to classmates' reflections and questions regarding their presentations.

Participation

At the end of the course, you will be asked to evaluate your level of participation, as well as that of your campaign group mates, by completing a written statement. These evaluations will determine your participation grade. The purpose of evaluating your participation and the participation of your peers is to encourage and reward students who prepare for and engage in all course activities, including individual and campaign-related work. Achieving excellence in participation requires students to play a leadership role in large class and campaign discussions, apply the text, discuss points articulately and respond intelligently to others' views, ask insightful questions, and take responsibility for the direction of both the class discussion and your team.

Grading

The course grade is based on the points total for the following learning activities, weighted by the percentage value of each category.

Required Course Component	Points Possible	% of Final Grade
Advocacy Fact Sheet	100	20%
Advocacy Testimony	25	5%
Portfolios	250	50%
Final Group Presentations and Campaign Binder	50	10%
Participation	50	10%

Quizzes and Online Discussion Participation	25	5%
Total Possible	**500**	**100%**

Course Letter Grade and Percent Breakdown:

A: 93% - 100%	C: 74% - 76%
A-: 90% - 92%	C-: 70% - 73%
B+: 87% - 89%	D+: 67% - 69%
B: 84% - 86%	D: 64% - 66%
B-: 80% - 83%	D-: 60% - 63%
C+: 77% - 79%	F: <60%

Late Work and Attendance Polices

Late Work

 As social workers, you will be expected to abide by deadlines that are relevant to the health and wellbeing of your clients and the sustainability of your agencies. The BSW program's goal is to support you in building good practices for meeting deadlines that will translate into success as a practicing social worker. At the same time, social workers need to encourage accessibility and incorporate trauma-informed practices that allow for flexibility and grace with their clients. The BSW program faculty hope to model inclusion, accessibility, flexibility, and understanding. We understand that graduate students experience stressors and scarcity that can impact their engagement in coursework.

The late policy for this course is intended to balance accountability and grace in the relationship between you and the instructor. All assignments are expected to be submitted by their designated due dates as listed in the course calendar. Late submissions will be accepted at the discretion of the instructor. You are expected to communicate regularly and proactively with your instructor if you are unable to submit an assignment by the designated due date.

If a student anticipates being unable to submit an assignment on time, they should contact the instructor as soon as possible to discuss the situation and potential accommodations. Failure to communicate with the instructor about a late assignment may result in a penalty to the final grade.

In the event that an extension is granted, the new due date will be determined by the instructor and communicated to the student. Late submissions without advance or timely communication may result in a reduction in points or a zero for the assignment.

Attendance

While extenuating circumstances such as illness, university-approved extracurricular activity, and other compelling reasons may make attendance occasionally impossible and thus will not directly negatively impact students' grades, there is no true substitute for attendance in this course, and repeated absences make it challenging to progress on assignments and complete assignments in a high-quality fashion. Please review the sections below regarding how absences should be handled. Students are expected to attend classes in which they are enrolled unless absent for institutionally approved activities or other reasons allowed under institutional policy. These events include

absence due to a religious holy day observance, absence due to university approved extracurricular activity, and absence due to illness, family emergency, bereavement, or other compelling reason.

> ***Absence due to religious holy day observance***. Any student missing class, quizzes, examinations or any other class or lab work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor in advance in writing if the student intends to participate in a religious holiday that does not fall on state holidays or periods of class recess.

> ***Absence due to university approved extracurricular activity***. For absences due to university-approved extracurricular activities, it is the student's responsibility to consult with the instructor in advance and as soon as possible regarding the absence to arrange for the completion of all missed coursework. University-approved extracurricular activities are defined as those sanctioned by a college dean and/or the Executive Vice President & Provost, and may include, but are not limited to, intercollegiate athletics, band, drama, forensics, and recruitment.

> In order to be provided with alternate makeup exams, quizzes or other coursework missed as a result of their participation in an approved event, it is the responsibility of the student to provide the instructor with written notice from the appropriate college dean or the Office of the Provost to their instructor of their participation in university-approved extracurricular activities within the first week of the academic term or as soon as the student is aware of the potential need to miss class.

> ***Absence due to illness, family emergency, bereavement, or other compelling reason***. In cases of absences due to extended illness, family emergency, bereavement, or other compelling reason, students must notify their instructor as soon as possible and within one week of the start of the absence. Students must provide the necessary formal, written documentation for the possibility to complete alternate assignments that substitute for the missed components of the final course grade.

Course Calendar

Week/Date	Topic	Readings & Other Materials	Assignments
Week 1	***Course Overview; Norm Building; Social Work as Policy Change***	Review Syllabus Watch Legacies of Social Change: 100 Years of Professional Social Work in the United States Read Universal Declaration of Human Rights	Online Discussion 1: Campaign Issues Interest Assigned

		Read/Watch When Ida B. Wells confronted Jane Addams on the issue of lynching (article and video)	
Week 2	*Issue Presentations and Selection*	Read Change! Chapter 1: Issue Development [Watch Walk the Walk](#)	Online Discussion 1: Campaign Issues Interest Due Portfolio 1 Assigned
Week 3	*Setting the Tone for your Campaign*	Read Change! Chapter 2: Setting the Tone Read Student Reflection: [Rochelle Jackson-Smarr, Class of '08](#) Watch Plato's Allegory of the Cave https://www.youtube.com/watch?v=QFi8JUIwu2s	**Portfolio 1 Due** Portfolio 2 Assigned
Week 4	*Change Theory-Poor People's Campaign as a Case Study*	Read Change! Chapter 3: Change Theory Read Demby, G. (2019, June 9). *The mothers who fought to radically reimagine welfare*. NPR.	**Portfolio 2 Due** Portfolio 3 Assigned **Quiz 1 Due**
Week 5	*Building Power and Research Part 1*	Read Change! Chapter 4: Building Power Read Change! Chapter 5: Research	**Portfolio 3 Due** Portfolio 4 Assigned Advocacy Project Assigned Organizational Raps Assigned
Week 6	*Research 2*	Read Libby, P. (2020). The lobbying strategy handbook: 10 steps to advancing any cause effectively (2nd ed.). Oxford University Press. (Chapters 5 and 6)	**Portfolio 4 Due** Portfolio 5 Assigned

Week 7	*Group Dynamics*	Read Change! Chapter 6: Group Dynamics Read Kivel, P. (2020). Social service or social change? Read Student Reflection: Lucila Ortiz, Class of '10	**Portfolio 5 Due** **Communication Styles: A Self-Assessment Due (Before Class)** Portfolio 6 Assigned **Quiz 2 Due** **Organizational Raps Due**
Week 8	*Advocating for Policy Change*	Review Homeless Alliance Campaign Page	**Advocacy Project Due**
Week 9	*Strategy and Tactics and Campaign Kickoff*	Read Change! Chapter 7: Strategy and Tactics Read How to Write a Non-Profit Press Release (Word) Read Change! Chapter 8: Campaign Kickoff Read Student Reflection: David Salinas, Class of '19	**Portfolio 6 Due** Portfolio 7 and 8 Assigned
Week/Date	**Topic**	**Readings & Other Materials**	**Assignments**
	SPRING BREAK – No Class Note: Spring Break runs officially from	None	None
Week 10	*Campaign Planning In Action*	Read Change! Chapter 9: Campaign Plan Read Geiger, A. (n.d). *Austin Geiger student reflection* (PDF). San Jose State University.	**Portfolio 7 & 8 Due** Portfolio 9 Assigned
Week 11	*Campaign Planning In Action Continued*	Listen to Parker, B. (2025, July 23). Protests are near constant. Do they work? *NPR*.	**Portfolio 9 Due**

Week 12	***Turning Towards the Future*-The Campaign**	Read Change! Chapter 10: Campaign Evaluation-Passing It On	Campaign Binder Assigned Campaign Presentation Assigned
Week 13	***Turning Towards the Future*- Personal Changemaking**	Read Change! Chapter 11: The Hero's and Shero's Journey	Portfolio 10 Assigned **Quiz 3 Due**
Week 14	***Course Summation and Final Presentations***	None	**Campaign Presentations Due Live in Class** **Campaign Binder Due** Participation Writeup Assigned
Week 15 Finals Week	***Finals weeks-No Class*** Note: Spring Break runs officially from		**Portfolio 10 Due Participation Reflection Due**

School of Social Work Diversity Statement

The UNR School of Social Work is committed to maintaining a safe, inclusive environment for all individuals. We uphold the values of diversity, equity, and inclusion in our academic courses, fieldwork, and general discourse with one another. We reject discrimination based on, but not limited to, race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. We expect students, faculty, and staff will learn from one another as they share their diverse, lived experiences. We encourage students to practice a culture of curiosity, respect, and self-reflection as they establish a professional identity founded upon the values of the NASW Code of Ethics.

Code of Ethics

As part of a team of social work professionals, students will be sharing sensitive information and it is recommended that students become familiar with the Code of Ethics of the National Association of Social Workers.

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged in the course throughout the week. You should feel free, however, to communicate with your instructor via the UNR email/Canvas Inbox at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will respond within 24 hours Monday through Friday and 48 hours over weekends and holidays.

Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

Grievance Procedure

Students have the right to file a grievance if they believe there has been an infringement of their academic rights, inappropriate conduct by an instructor, or dissatisfaction with the program or course-related issues. The BSW Program and its leadership team is committed to providing a supportive environment where grievances can be discussed and resolved amicably.

Step 1: Seek Informal Resolution:

Before filing a formal grievance, students are encouraged to resolve the issue informally by discussing their concerns directly with the involved instructor. This step is mandatory.

Step 2: Filing a Formal Grievance:

If the issue is not resolved informally or if the student prefers to file a formal grievance, they must submit a written complaint to the BSW Program Coordinator (Marina Murphy). The complaint should include:

- The student's name and contact information.
- A detailed description of the grievance, including relevant dates and parties involved.
- Any supporting documentation.
- The desired outcome or resolution.

Writing Style and Academic Standards

Writing well is a hallmark of a scholarly mind. One aspect of professional writing is knowing how to cite works properly, using accepted citation styles. Instructors expect students to understand Academic Standards with regard to proper citations and referencing of others' work. For more information, refer to the Library Guide in Canvas.

Syllabus Reminder

This syllabus is subject to change or restructuring at the discretion of the instructor if needed. Students will be notified in the Announcements area of Canvas of any changes to this syllabus and course.

University Policies

Statement on Academic Dishonesty

The University Academic Standards Policy defines academic dishonesty, and mandates specific sanctions for violations. See the University Academic Standards policy: UAM 6,502.

Generative AI Use is Permitted

In this course, you are welcome to use generative artificial intelligence/large language model tools (such as ChatGPT, DALL-E, Gemini, Perplexity, etc.). Using these tools aligns with the course learning outcomes by allowing students to engage in professional development, including self-education on and responsible use of emerging technologies to support the effective completion of social work-related tasks.

Please be aware that many AI companies collect and store personal information. Please do not enter your confidential information as part of a prompt.

Also, please note that some of these large language models may "make up" or "hallucinate" information. These tools may reflect misconceptions and biases of specific data. Students are responsible for checking facts, finding reliable sources for, and making a critical examination of any work that is submitted.

All use of AI tools or content must be acknowledged or cited, including a statement in the footnotes regarding how AI was utilized. If you do not acknowledge or cite your use of an AI tool, what you submit will be considered a form of cheating, as outlined in UNR Academic Integrity Policy (UAM 6,502). Please make sure to use the appropriate guidelines for acknowledging/citing generative AI in your assignments. Refer to the UNR APA Citation Guide for instructions. Please email the instructor for any questions or

Statement on Student Compliance with University Policies

In accordance with section 6,502 of the University Administrative Manual, a student may receive academic and disciplinary sanctions for failure to comply with policy, including this syllabus, for failure to comply with the directions of a University Official, for disruptive behavior in the classroom, or any other prohibited action. "Disruptive behavior" is defined in part as behavior, including but not limited to failure to follow course, laboratory or safety rules, or endangering the health of others. A student may be dropped from class at any time for misconduct or disruptive behavior in the classroom upon recommendation of the instructor and with approval of the college dean. A student may also receive disciplinary sanctions through the Office of Student Conduct for misconduct or disruptive behavior, including endangering the health of others, in the classroom. The student shall not receive a refund for course fees or tuition.

Statement of Disability Services

Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the Disability Resource Center (Pennington Achievement Center Suite 230) as soon as possible to arrange for appropriate accommodations.

This course may leverage 3rd party web/multimedia content, if you experience any issues accessing this content, please notify your instructor.

Statement on Audio and Video Recording

Student-created Recordings

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped, or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some

students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Statement on Maintaining a Safe Learning and Work Environment

The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Center for Civil Rights and Equal Access at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit the Center for Civil Rights & Equal Access page.

Statement on Campus Closures or Delays

In the event of class cancelations or delays caused by inclement weather conditions, fire/smoke conditions, or other unforeseen emergencies, the safety and well-being of students are the University's top priority. Official notifications will be disseminated through the University website and other official channels with details related to any campus delays or closures.

In the event of a campus closure, you will be informed as to whether the class will be offered remotely or if it will be canceled. If the class is cancelled, you will receive information on how to address any missed course content.

Students facing significant impacts due to these events are encouraged to communicate with their instructor for potential accommodations.

Statement for Academic Success Services

Your student fees cover usage of the University Math Center (https://www.unr.edu/university-math-center), (775) 784-4433; University Tutoring Center (https://www.unr.edu/tutoring-center), (775) 784-6801; and University Writing & Speaking Center (https://www.unr.edu/writing-speaking-center), (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Mental Health Support Statement

There are times when you may experience difficulties in life, and you may benefit from seeking help. Mental health services are available to you as a student at no additional cost through Counseling Services at the Pennington Student Achievement Center. This includes same-day in-person and tele mental health initial consultations, brief individual counseling, and group counseling sessions. Limited same-day appointments can be scheduled online via Counseling Services or by calling 775-784-4648. Additional brief drop-in "Let's Talk" student consultations are also available in the Counseling Services Annex located at the southwest corner of Great Basin Hall.

Veteran Statement

Veterans, Reservists, National Guard and military connected family members may wish to check the office of Veteran Services for benefits and support. Besides processing VA educational

benefits, the department offers a variety of programs year-round to support student academic and personal success while transitioning to higher education and throughout your educational experience. They welcome inquiries regarding VA benefits and assist in navigating resources, the campus, and in the Reno community.

24/7 Technical Support

Instructors expect students to have reliable home technology to complete weekly activities and assignments. Problems or questions about using technologies in the courses are best answered by 24/7 Technical Support. The site provides answers to common questions and has a browser troubleshooting page. Representatives are available through Live Chat or by calling toll free 1-877-417-4326. They can assist students with the following:

Basic hardware, software, and browser issues
Difficulties accessing Canvas or the courses
Navigation within courses
Problems accessing or submitting assignments, discussions, and quizzes online
Collaboration and live session technologies