COURSE SYLLABUS

I. COURSE DESCRIPTION

2325 - Human Behavior and Social Environment I  
Credit(s): 3

Prerequisite: 
Non-majors- Consent of Department Chair; 
Majors- Human Biology: BIOL1308/1309/2308

Study of the problems of individuals within the context of small systems such as families, friendship networks, extended families and informal support groups. Biological, social, psychological, spiritual development and cultural systems examined in regard to human behavior and interrelationships between people and environments across the life span.

II. COURSE OVERVIEW

Human Behavior and the Social Environment (HBSE) I is an introduction to the concept of the person within his/her social environment. Utilizing a generalist perspective, students will examine problems in living as experienced by multi-sized systems including dyads, nuclear families, extended families, and informal support groups. (HBSE II) will move this examination into the areas of larger systems including groups, organizations, and communities. The student is expected to have a foundational knowledge of basic biology, sociology and psychology before beginning this course.

This course will develop the person-in-situation perspective by examining biological, sociological, and psychological, cultural, and spiritual development of the individual across the lifespan within the context of small systems (including families, friendship networks, and fictive kin systems). Students will achieve an increased awareness of personal and professional values in relation to individual and family systems. Students will gain knowledge that will enable them to recognize diversity within and between individuals and the family. Attention will be given to the social worker's function in the analysis of these areas as they impact the family. This course also prompts the student toward self-assessment.
III. COURSE CONTACT HOURS AND STUDY HOURS

This 3-credit hour face-to-face course in the fall term approximates 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. The COURSE CALENDAR reflects the weekly in-class activities and six hours of out of class work and includes text-book readings, case studies, links for videos/podcasts, articles, online Brightspace modules as well as the preparation of written assignments that involve research, literature reviews, references, and development throughout the semester. Course credit is determined per CSWE Educational Policy and Accreditation Standards EPAS.

IV. TEXT AND MATERIALS

REQUIRED TEXT:

RECOMMENDED TEXT:

V. CURRICULUM DESCRIPTION

The BSW program at SFA features the following generalist practice definition and it is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.
VI. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015): Council on Social Work Education [We are also utilizing the 2022 CSWE EPAS this year as the BSW program transitions to the new standards]*

VII. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

Upon the completion of this course, students will be able to:

1. Examine the problems in living experienced by individuals, families and groups. (Competency 6)
2. Incorporate concepts of ethical standards, laws and regulations and their impact on all levels of practice (micro and mezzo levels.) (Competency 1)
3. Understand the intersectionality and aspects of diversity including but not limited to, age class, color, culture, disability/ability ethnicity, race, gender identity and all forms of difference. (Competency 2)
4. Discuss how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (Competency 1)
5. Express the importance and value of social work in working with inter-professional teams. (Competency 1)
6. Recognize the importance of life-long learning and continue to increase knowledge for effective social work practice. (Competency 1)
7. Understand knowledge of the numerous dimensions of diversity and difference that impact the human experience. (Competency 1)
8. Appreciate and utilize the theories of human need and social justice and strategies that promote human rights and social and economic justice globally. (Competency 3)
9. Incorporate knowledge that social workers engage diverse clients and constituencies, including individuals, families, and groups. (Competency 6)
10. Integrate knowledge of theories of human behavior and the social environment, and will be able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. (Competency 7)
11. Integrate knowledge of theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. (Competency 8)
12. Engage in relationship-building and inter-professional collaboration to facilitate engagement with clients. (Competency 6).
VIII. INSTRUCTIONAL METHODS

The course will be taught as a face-to-face course. The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, and individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students attend regularly, read the assigned material, and come to class prepared to discuss what they have read. Students will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not always duplicate the reading material and will more often clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

IX. COMPUTER REQUIREMENTS

Computer/internet access are needed for the course and Microsoft Word documents are required for major papers and drop-box submissions. Zoom technology may be used in the classroom setting and outside of class for engagement with peers and community partners. Microsoft 365 Apps, Zoom, and resources for Power-Point and Word documents are available on your MySFA student account. This course will utilize D2L Brightspace to support the delivery of course content and may include quizzes, news posts, homework assignments, modules, grade postings, evaluative feedback, emails and drop-boxes. You will need to access D2L Brightspace on a weekly basis. If you need assistance, go to https://www.sfasu.edu/d2lsupport

X. COURSE CALENDAR

Week 1
Course Overview and Syllabus Information
Overview of D2L and APA
Class Exercise
Introduction
Human Behavior Theory and Social Work Practice
CSWE Core Competencies
*Out of class preparation - ‘therapeutic activity’
Readings: Dale & Smith, Chapter 1

Week 2
Introduction (continued)
Generalist Practice
Theory and Practice in Social Work
Theoretical Range
Theories as Maps
*Assignment A DUE Education Section 500 words
Readings: Dale & Smith, Chapter 1
Foundations for Social Systems Theory
Nature of Theory
Social Systems Perspective
General Systems Theory
Readings: Dale & Smith, Chapter 2

Week 3
Foundations for Social Systems Theory (continued)
Ecological theory
Person in Environment
Functional theory
Symbolic interactionism and role theory
*Assignment A DUE Family Section 500 words
Readings: Dale & Smith, Chapter 2

Social Systems and Social Work
Social systems in generalist practice
Development of social systems
Social systems cycle
Readings: Dale & Smith, Chapter 3

Week 4
EXAM #1 September 19
Social Systems and Social Work
Social systems features
Definitions
*Assignment A DUE Individual Section 500 words
Readings: Dale & Smith, Chapter 3

Week 5
Social Systems and Social Roles
Systems, role theory, generalist practice
Major role concepts
Roles as social structures
*Assignment A DUE Social Section 500 words
Readings: Dale & Smith, Chapter 4

Week 6
Social Systems and Social Roles (continued)
Role dynamics
Common role problems
Role problem resolution strategies
Readings: Dale & Smith, Chapter 4

Psychodynamic Theories
Individual theory
Psychoanalytic/ psychodynamic theory
Theoretical base of analytical psychology
Theoretical base of individual psychology
*Assignment A DUE Bio/Psych Devel Section 500 words
Readings: Dale & Smith, Chapter 5
Week 7

**EXAM #2 October 10**

NASW TX STATE CONFERENCE No Class October 12

Week 8 & 9

**ASSIGNMENT A DUE October 19**

**Psychosocial Theory: A Social Systems Perspective**

Psychosocial theory

Biological connection

Examine research on early childhood brain development

IN CLASS Introduction of ‘Brain Architecture’ Activity

<table>
<thead>
<tr>
<th>Life Phase</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy</td>
<td>Adolescence</td>
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<tr>
<td>Post infancy</td>
<td>Early adulthood</td>
</tr>
<tr>
<td>Preschool</td>
<td>Middle adulthood</td>
</tr>
<tr>
<td>School age</td>
<td>Late or older adulthood</td>
</tr>
</tbody>
</table>

**Readings:** Dale & Smith, Chapter 6; Haynie et. al (2006)

Week 10

**REFERENCES FOR ASSIGNMENT B DUE Oct 31**

**Behavioral Learning Theories**

Behavioral learning theory

Concepts

Social learning theory

Cognitive behavioral theory

**Readings:** Dale & Smith, Chapter 7

Week 11

**Cognitive and Humanistic Theories**

Cognitive development theory

Moral development theory

Humanistic theory

Person-centered theory

**Readings:** Dale & Smith, Chapter 8

Week 12

**EXAM #3 November 14**

**Family Theories**

Families as emergent structures

Structural family theory

Family Systems Theory

Communications/ Interactive theory

**Readings:** Dale & Smith, Chapter 9; Yu & Gamble (2008)

**Group Theories**

Social Groups

Primary and secondary groups

Natural and rational will

Formed vs natural groups

Task vs treatment groups

Field theory

Exchange theory

Psychoanalytic Tavistock groups
Behavioral Group Theory
Role theory in groups
Group process
In-groups and out-groups
Group development
Therapeutic factors
Leadership

Readings: Dale & Smith, Chapter 10

ASSIGNMENT B DUE Nov 16 & Nov 30

Week 13
THANKSGIVING HOLIDAY

Week 14 & 15
Student Presentations on Family and Group Chapters
Completion of Course Content, Quizzes, and Experiential Learning
Course Summary and Evaluations
Preparation for the Final Exam

Final Exam Week
Tuesday, December 12 from 10:30 am – 12:30 pm
FINAL EXAM #4

XI. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from the final average.

B. Readings: The course outline provides a list of required chapters and readings for each week. Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

C. Exams: Four major application exams will be given during the semester. Exam I will cover Introduction, Foundation for Social Systems Theory, Social Systems and Social Work, and Social Systems and Social Roles. Exam II will cover Psychodynamic Theories and Psychosocial Theory. Exam III will cover Behavioral Learning Theories, Cognitive, and Humanistic Theories. Exam IV will cover Family Theories, Group Theories, and Social Systems. All material provided on the topics, including all assigned readings, discussions, lectures, videos, and guest presentations are subject to examination. The exams will consist of matching, multiple choice, true/false and essay questions.
You are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin. Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. I will schedule make-up exams. The student should contact the instructor through D2L email. The student must also contact the Dean of Students Office and complete a faculty notification request.

D. Quizzes: A total of 8 quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at any time during the class period.

Missing a quiz, regardless of the reason, will result in a grade of “0” for the quiz.

E. Assignments: You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus on the following pages). Assignments A & B are in WORD format only in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication manual of the American Psychological Association (7th ed.). Failure to meet these guidelines will result in loss of points. See the descriptions of Assignments A & B for guidelines.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.
Assignment A: Bio-psychosocial Assessment
(60% of the 100 points)

ASSESSMENT PAPER: Reflective
Introduction and Conclusion using CSWE
& NASW DUE October 19

Introduction
This assignment is designed to help students identify component behaviors, which augment the Nine Core Competencies. In this paper, you will talk about yourself in the context of a bio-psychosocial assessment. Since you are expected to be honest and candid about your experiences and how they have shaped you as an individual, the information provided in this paper will remain confidential. The paper should follow the format provided below and contain the noted information. A general introduction is needed and the purpose of this section is to set the stage for the assessment. Briefly tell your audience the purpose of this paper and what it will cover. This paper is broken into parts that are due each week for the first six weeks. These sections are due each Thursday at the beginning of class time and should be 500 words typed and printed out with your name included.

Individual (DUE WEEK 4)
The purpose of this section is to talk about who you are as an individual. This includes more than name, age and gender. For example, be sure to include your race/ethnicity, religion, sexual orientation, personality characteristics, interests, strengths/weaknesses, and coping skills.

Biological and Psychological Development (DUE WEEK 6)
This section should include information about your developmental milestones. You should also identify significant biological and psychological events that have impacted your development. Include an explanation as to how these events have shaped who you are as an individual.

Family (DUE WEEK 3)
This section should provide an overview of your family members/structure (both immediate and extended), including a genogram of your family system. You also need to choose one “problem in living” or crisis which your family has encountered in the past. Describe how that problem occurred, how it impacted the family system, how the family coped with the problem, and what support systems (including any friendship, fictive kin, neighborhood, or other informal) were utilized to resolve the problem. Finally, this section should include an explanation as to how your family has shaped who you are as an individual.

Social (DUE WEEK 5)
This section should provide an overview of your social situation, which includes intimate relationships, friendships, social activities, religious/spiritual activities, and civic involvement. This section should also include an explanation as to how these activities and relationships have shaped who you are as an individual. Furthermore, you need to choose one significant dyad relationship that you have been involved with and explain in detail how that relationship has shaped who you are as an individual.

Education (DUE WEEK 2)
In this section, you need to talk about your educational background, including schools attended, academic performance, and your motivation for pursuing a college degree. Include a discussion about how the previously mentioned individual, family, and social factors have impacted your pursuit of a formal education.
Assignment A - Application of Theory
Reflective Introduction and Conclusion using CSWE & NASW DUE October 19

Application of Theory (40% of the 100 points)

Family
Choose one human behavior theory related to families and use it to explain the dynamics within your family.

Social Interaction
Choose one human behavior theory related to social interaction and use it to explain one of the following: dyad relationship, interaction with a peer group, or interaction with an informal support system.

Socialization
Choose one human behavior theory related to socialization and use it to explain your socialization into the culture and traditions of your society.

Summary
Briefly summarize the main points of your paper - be sure to include the points that you want the audience to remember.

References (3 different sources are required)
Use APA format for the intext citations and the reference page

The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines. The assignment is worth a total of 100 points, including 10 points for grammar, organization, and APA for each of the sections.

You must submit the assignment to D2L no later than 10:00 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate D2L dropboxes. The paper should be divided with the personal assessment in one drop-box and the application of theory in the other drop-box. The same introduction and conclusion may be used for both parts of Assignment A and both submissions are due on the evening of October 19, 2023.
Assignment B: Problems in Living Paper
(100 points)

In order to complete this assignment, you need to choose one of the following family crises or “problems in living”:

1. Families and physical health crisis.
2. Families and mental health crisis.
3. Families and poverty.
4. Families and loss (death, natural disaster, war, displacement, refugees, school/job shootings, abduction).
5. Families and stress (unemployment, abuse, substance abuse).
6. Families and challenges of aging.
7. Family violence.
8. Interpersonal conflict within families (sibling abuse, sexual abuse, gay/lesbian acceptance).

References
REFERENCES ARE DUE IN ADVANCE OF THE FINAL PAPER ON OCTOBER 31

Find and read at least 8 articles from books and peer reviewed professional journals addressing this assignment. At least four of the 8 sources should be articles from peer reviewed professional social work journals (or closely related disciplines). The paper should follow the format provided below and contain the noted information. You will also be required to include two web sources.

Introduction
The purpose of this section is to set the stage for the paper. Briefly tell your audience the purpose of this paper and what it will cover.

Literature Review
Summarize the current literature and research on the chosen topic. Be sure to provide a general overview of the problem (prevalence, impact, etiology) and its impact on families. You also need to discuss coping mechanisms used by families to deal with the problem or situation. Finally, be sure to discuss the relationship between race/ethnicity and the social problem and its impact on the family system. It will be helpful to organize the information using subheadings.

Relevant Theories
Identify and explain three theories, which might explain the existence of the problem. For example, if your problem is “family violence”, choose theories addressing the causes and explanations of violence within the family. Continue on the next page…
Critique

Critique each of the three theories identified in the previous section. Use the following questions to guide your critique:

1. Is the theory based on research?
2. Does the theory explain only causation for certain types of families?
3. Does the theory apply to ethnic minorities and other special populations?
4. Would it apply to rural families?
5. Are there some factors for which the theory does not account?

Once you have critiqued the three theories, you need to answer the following questions:

1. Which theory it the most plausible? Why?
2. Which is the least feasible? Why?

Relevance to Generalist Social Work Practice and Conclusion

In this section, you need to discuss the usefulness of the three theories identified above to a generalist social work practitioner. Include in your discussion the impact of social work values and ethics on selection and integration of these theories in generalist practice. You also need to identify two ways in which a generalist social worker might intervene with a family that is experiencing the chosen problem. Briefly summarize the main points of your paper. Be sure to include the points that you want the audience to remember.

References

The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines. The assignment is worth a total of 100 points, including 10 points for grammar, organization, and APA.

A rough draft with some content for each of the sections and the updated reference page is due on Thursday, November 16, 2023.
You must submit the final paper assignment to D2L no later than 10:00 pm on Thursday, November 30, 2023.

The assignment will be considered late until it has been submitted to the appropriate D2L dropbox.

Papers, make-up work, and major assignments will not be accepted after Sunday, December 3, 2023 – NO EXCEPTIONS.
XII. GRADING POLICY

You are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin. Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. I will schedule make-up exams. The student should contact the instructor through D2L email. The student must also contact the Dean of Students Office and complete a faculty notification request. A total of 8 quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at any time during the class period. Missing a quiz, regardless of the reason, will result in a grade of “0” for the quiz. You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus on the following pages). Assignments A & B are in WORD format only in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication manual of the American Psychological Association (7th ed.). Failure to meet these guidelines will result in loss of points. See the descriptions of Assignments A & B for guidelines. Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

XIII. GRADING SCALE

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>4 @ 100 pts. each = 400</td>
</tr>
<tr>
<td>Quizzes</td>
<td>8 @ 10 pts. each = 80</td>
</tr>
<tr>
<td>Assignment A</td>
<td>60% Assessment = 100</td>
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<tr>
<td>Assignment B</td>
<td>40% Theory App  = 100</td>
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<td>Total</td>
<td>= 680</td>
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Grading Scale:

- A  609 – 680
- B  541 – 608
- C  473 – 540
- D  405 – 472
- F  0 – 404

XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance is required for all weekly class sessions.
The Dean of Students Office has formalized a process for student absences that meets requirements set forth by SFA and supports students who may have missed classes for specified reasons. The four general reasons for a student to submit a faculty notification request are: Death of a family member*, Admission to a hospital, Personal emergency (car accident, drastic life event such as a fire)*, Administrative and other (jury duty, court subpoena, etc.) *Other situations may be considered at the discretion of the dean of students. In addition to submitting the online request, appropriate supporting documentation must also be submitted by the student no later than 10 days after the circumstance in question. For more information about the process, visit the follow website for Student Outreach and Support. This process is effective Aug. 1, 2023. https://www.sfasu.edu/thehub/sos/notification-request

Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. If participating in university-sponsored events, announcements in MySFA may also constitute official notification. Whether absences are excused or unexcused by the university, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. https://www.sfasu.edu/docs/policies/6.7.pdf

XV. ACADEMIC INTEGRITY (SFA Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or resumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Please note the expectations that are specific to the School of Social Work. Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the learning environment.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

XVI. WITHHELD GRADES SEMSESTER GRADES POLICY (SFA Policy 5.5)

Withheld Grades: Course Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average.

For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. STUDENTS WITH DISABILITIES

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the
semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations.

For additional information, go to http://www.sfasu.edu/disabilityservices/

XVIII. STUDENT WELLNESS AND WELL-BEING

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns and are interested in seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
Bibliography


