STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM
Class Days and Times
Thursday- 6:45pm -9:15pm
Class Location: Tyler TJC Jenkins Hall 236

Social SWK 4325-401
Multicultural Social Work
Fall 2023
Cell Phone response time and availability:

Office Hours: Jenkins Hall
Virtual and SFA Office Hours:
Virtual Study Hall Hours:
Appointments are encouraged
Prerequisite: SWK 3315
Co-requisite: SWK 450

Faculty: Cherhonda Brown
SWK office: # 936-468-4093
Phone: text ONLY 903-724-1758
M-F: 9:30 am -7:30 pm
E-mail browncherh@d2l.sfasu.edu

Office Hours: Jenkins Hall
Thursdays: 2:00 pm to 4:00 pm
Virtual and SFA Office Hours:
Wednesdays: 12:00 pm to 6:00 pm
Virtual Study Hall Hours:
Saturdays: 2:00 pm to 4:00 pm

Prerequisites: non-majors- consent of Program Director; BIO 121, 123, or 238, and 225; 225 Junior or Senior Standing
Co-requisites: none
I. **Course Description**

**CONSENT:** Permission of program director  
**Credit (s):** 3

The study of the manner in which cultural diversity, ethnic diversity, and oppression, influence, assessment, planning and intervention in social work.

II. **COURSE OVERVIEW**

The purpose of this course is to provide students with an understanding of cultural and social diversity as it relates specifically to generalist social work practice within both domestic and international contexts. Discrimination and exclusion of populations-at-risk within the existing social systems will be studied both historically and currently. Application of social diversity concepts from the Human Behavior and Social Environment sequence to practice situations will be incorporated into the study of ethical practice of social work with minority populations. Through utilization of current research, the examination of social policies and case examples, students will be given the opportunity to apply newly acquired knowledge to actual situations involving work with diverse populations implementing a high impact learning model such as community learning. Students will also be challenged to explore personal values as they relate to the core social work values and professional codes of ethics.

III. **COURSE CONTACT HOURS AND STUDY HOURS**

This class is a 3-hour in person course which implies 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. A weekend study hall is scheduled each Saturday to address any concerns or needed clarifications in assimilation of course information.

IV. **TEXT AND MATERIALS**

**REQUIRED TEXT:**
(2nd ed). John Wiley & Sons, Inc.: NJ.

**RECOMMENDED TEXT:**


V. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

**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 a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

**Advanced generalist practice** builds on the Generalist Practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
• Readiness for leadership in a variety of areas including program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people influenced by rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

VI. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)

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) from the Council on Social Work Education
VII. OBJECTIVES/STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

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

1. Demonstrate an understanding of cultural and social diversity as it relates specifically to generalist social work practice (competency 1)

2. Make application of ethical standards, laws and regulations and their impact on all levels of practice (micro, mezzo, and macro levels.) (competency 1)

3. Apply ethical decisions-making strategies and concepts of critical thinking and will be able to apply critical thinking in the application of strategies in practice, research, and policy arenas as demonstrated in a seminar setting. (competency 1)

4. Demonstrate how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (competency 1)

5. Articulate their understanding of the value and role of social work in working with interprofessional teams. (competency 1)

6. Discuss the importance of life-long learning and the ethical use of technology to the profession of social work. (competency 1)

7. Demonstrate their knowledge of the dimensions of diversity and difference and the multiple factors that intersect with those dimensions and will demonstrate their knowledge of how the culture of a structure may be changed to be more powerful or privileged and/or may be oppressed, marginalized, or alienated. (competency 2)

8. Demonstrate knowledge of theories of human need and social justice and strategies that promote human rights and social and economic justice globally. (competency 3 and 4)

11. Demonstrate knowledge relative to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations and communities. (competency 2,6,7,and 8)

12. Demonstrate 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 3,5,6,7,9)

13. Demonstrate ability to engage in inter-professional communication and inter-organizational collaboration. (competency 8)
**Becoming a Scholarly Practitioner:**

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

**VIII. INSTRUCTIONAL METHODS**

The class will consist of lecture, student participation in high impact learning and discussion, group activities, video presentation and outside presenters. Use of integrated teaching modalities will allow students to process integrate and apply theory to practice situations. There will be an opportunity to research and share current events as related to specific issues of diversity.

The course will be used to enrich the lecture and reading materials by the application of current events to course content. Points will be awarded for all participatory activities. A major presentation will allow students to integrate diversity knowledge and application of competent social work practice.

**IX. COMPUTER REQUIREMENTS**

This course will utilize Desire2Learn (D2L) to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (see [http://sfaonline.sfasu.edu/gettingstarted.html](http://sfaonline.sfasu.edu/gettingstarted.html) for details or the Center for Teaching and Learning (CTL)). Computers are available to you through a number of labs across campus (see [www.sfasu.edu](http://www.sfasu.edu) or the instructor for details).

**X. COURSE CALENDER**

**Week 1**

- Definition of multicultural social work practice and purpose
- Populations-at-risk
- Cultural Competence
  
  *Discussion: International Issues, Culture, and Competence*

**Readings: Sue, Ch. 1**

**Week 2**

- Source of social work values
- Ethnic/minority and gender values and dilemmas
- Theoretical knowledge base: the interlocking and complex nature of culture and
personal identity
Integration of knowledge and values with awareness
Discussion: Various Codes of Ethics (including international)

**Readings:** Sue (2005, text- Chapters 2 and 3)

**Week 3**
Culturally competent generalist practice
United States immigration patterns and policies
Current Societal issues and impact on populations-at-risk
Political dimensions
Women and gender issues internationally and domestically
Key concepts: framework for practice.
Populations in TX & culturally competent practices

**Readings:** Sue (2005, text- Chapters 5, 6 & 13)

**Week 4**
Interventions
Interventions and the ethnic reality of group membership
Selected approaches to practice with ethnically diverse groups
Oppression and gender
Religio-ethnicity

*Yan, M. C. & Wong, Y.R. (2005).*

**Readings:** text Sue, chapters 7 & 8

**Week 5**
Assignment A Due: Sept 30, 2023
Assumptions and principles for culturally competent practice
The groups past, present and the blending of the two
Simultaneous attention to large and small social systems
Communication and culturally competent delivery of services
Service delivery systems and the local, state, national, and global policies that drive them.
Understanding the assets and capacities of rural ethnic communities

**Readings:** Sue (2005, text- Chapters 9 & 10)

**Week 6**
Oct 5th
Recognition of differences within and between groups that may influence planning, intervention, and access to resources.
Planning for generalist social work intervention in the culturally diverse setting planning for personal awareness.
Applying the general method with diverse groups
Addressing social and economic justice and cultural groups
AIDS and the global context
Developing Cultural Competence In Working with Korean Immigrant Families

Readings: Sue (2005, text- Chapters 11 & 12;

Weeks 7 & 8
Oct 12th and Oct 19th
Problems in Living as related to diverse populations: reciprocal relationships between human behavior and social environments
Bio-psycho-social development Physical health crisis, Loss, Violence, Aging and maturity, Stress, Mental health crisis, Poverty, Human and civil rights
Interpersonal conflict & Social, economic, and distributive justice
Global oppression; Working with Gay and Lesbian groups

Readings: Sue, chapter 13 (October 12-14th: NASW CONF)

Weeks 9
Mid-Term EXAM: Oct 26, 2023

Weeks 10 & 11
Nov 2nd and Nov 9th
Assignment B Due: Nov 10, 2023
Researching issues and policies related to provision of services to diverse population Applying empirically and technologically based strategies to improve policy and practice and to build knowledge Exploration of issues and policies related to provision of services to special populations.

a Multicultural society

**Weeks 12**
Nov 16th
Self-awareness as a critical component in sensitive practice with special populations,
Using supervision and consultation for culturally competent field practice
Evaluating outcomes for cultural competence,
Globalization and international social work

**Readings:**


**Week 13**
Thanksgiving Break Nov 20th - Nov 24th

**Week 14 & 15**
Nov 30th &
Dec 7th
 Assignment C Due: Dec 2, 2023
 Presentation Due: Dec 7, 2023

**Week 16**
Dec 14th
Final Exam
XI. COURSE REQUIREMENTS:

ASSIGNMENT A: ASSIGNMENT ON GENDER ISSUES

In this paper, you will be asked to explore societal challenges as they relate to gender oppression. You are to find current journal articles from the social work profession that are peer reviewed and pertain to gender challenges. These may relate to global perspectives on gender bias in the workplace, the feminization of poverty, the plight of the African American male, affirmative action debates as related to gender, single fatherhood, ageism or other forms of oppression.

Using the resources mentioned above, write a 6-10 page paper related to a gender issue which you have identified. Use at least six references from professional social work journals and other professional sources. (80 points)

Your paper should clearly address the following issues:

A. Clearly identify the population-at-risk, the gender issue, explain how it has come to be an issue, identify at least one policy and describe any controversy which surrounds the issue worldwide. (20 points)

B. What are some of the prevailing opinions domestically and globally related to causes of and solutions for the problem you have selected? (10 points)

C. How does this issue relate to generalist social work practice, values, ethics (discussion of NASW’s or IFSW’s Code of Ethics) and the alleviation of discrimination with populations of different sizes? (20 points)

D. How does your particular issue also relate to nationality, ethnicity and class? (10 points)

E. Discuss how gender affects access to resources, social, economic, and other forms of social/distributive/economic justice. (10 points)

This paper should be typed in APA format and not in outline form. Use headings, subheadings, and include an abstract and reference page.
ASSIGNMENT B: One mandatory community-learning event.

You are to participate in a community service project and other cultural events regarding culture which may include a ritual, ceremony, cultural clash and or other cultural experience. University campuses offer many cultural events and lectures (this is also an option) about cultures, special populations and gender issues.

Write a concise and professional document conveying critical thinking skills. Address the following:

1.) Identify the event, play, community service project, or lecture by providing a brief description (2-4 paragraphs). Do not provide a review or lengthy synopsis of the program. (10 points)

2.) Identify the culture, beliefs, values, traditions, cultural themes and other emic characteristics. Include at least four professional resources from professional peer reviewed journals regarding the event, culture or issue (i.e. participation in Tunnel of Oppression, discuss oppression, discrimination, and/or social and economic justice). You may use the same references for all assignments (30 points)

3.) How did this event or community service enhance and enrich your learning experience particularly your self-awareness and cultural competence? (10 points)
   a. What thoughts, feelings, questions did you have
   b. What did you learn about culture
   c. What did you learn about your own biases, stereotypes, likes and dislikes

Your report should be double-spaced and at least 4 pages in length and include references. This should be completed in APA format. It is worth 60 points. Ten points is allotted to APA and writing.
ASSIGNMENT C: AN INDIVIDUAL AND THEIR CULTURE IN THE U.S. OR OTHER COUNTRY

For this assignment, the student is expected to select a cultural group in the U.S. or another country that is generally oppressed or at risk of discrimination. Research the culture and as a part of that research, complete an interview with an individual representative of that ethnic group (include the interview questions on the following attachment). This paper is the major assignment of the course, and the students are expected to integrate their knowledge of class materials, discussion and foundation knowledge and understanding of the complex reciprocal relationships between human behavior and social environment. The paper should be neatly typed and should be no less than eight pages long excluding the list of references. Integrate your interview responses into the text of your document. It should include 7-10 professional references, including references pertaining to the culture. Do not write about your own culture. It is weighted at 100 points.

Your interview questions and responses were due at an earlier time (10 points). Integrate their responses and the research to complete a well-written and organized document using APA format (10 points). Do not use outline format. Do use headings and subheadings.

PAPER FORMAT: Your paper is to include all the following information:

I. General description of the ethnic group (20 points or 4 points each)
   A. Density of this population in U.S. or country (and in Texas)
   B. General pattern of entrance to the U.S. or country
   C. Characteristics of the culture at multiple levels
   D. Patterns of discrimination and oppression toward this group
   E. Impact of legislation/policy on social and economic justice (i.e. immigration laws, hate crimes, eligibility criteria…etc.)

II. Customs and Traditions (20 points)
   A. Holidays and celebrations
   B. Traditional foods
   C. Gender roles (male dominance? Protectiveness of females? Other issues?)
   D. Views toward marriage and inter-racial marriage
   E. Views and customs on childbearing and childrearing
   F. Views toward the elderly in this group
   G. Spirituality
   H. Views toward death
   I. Differences within this cultural group and between it and other groups
J. Strengths of this group

III. History (contains much research) (20 points or 10 points each)
   A. Brief description of country (countries) of origin
   B. History’s effects on the culture (strife-torn country? Political oppression?
      Examples: Holocaust in Germany; apartheid in South Africa, slavery in U.S.,
      annihilation of indigenous cultures in the U.S.)

IV. Culturally Competent Social Work Practice (20 points)
   A. Ethical decision – making and dilemmas in social work practice with this
      group (Refer to Code of Ethics) Provide an example of this
   B. The impact of student’s findings in self
   C. Empirically based findings for culturally competent practice with the
      population (i.e. collectivism vs. individualism)
   D. Evaluating the effectiveness of current status of social work practice with this
      population (familial vs. individual)

The Presentation is worth 40 points and must include a short PowerPoint for the
purpose of keeping you on task. A professional and brief presentation of no more
than 10 minutes is required. Your cultural group will be assigned to you if there are
more than two individuals/students presenting on the same group.

Criteria for presentation:
   Content (interesting and factual) 15 points
   Creative PowerPoint 15 points
   Enthusiasm and professionalism 20 points
   (and keeping within time constraint)
INTERVIEW FORMAT FOR MULTICULTURAL PAPER, Assignment C

Please include the following questions in your personal interview and attach this questionnaire to your paper. Your interview is not limited to only these questions.

1. What do you see as the most positive parts of your culture?
2. What do you consider the most negative aspects of your culture?
3. How are young children viewed in your culture?
4. How are the elderly viewed among your ethnic group?
5. How does your culture deal with death and funerals?
6. Is marriage between members of your ethnic group and outsiders generally tolerated?
7. Describe the sense of family in your culture.
8. Is there a predominant religion? If so, how do beliefs affect you and your family?
9. When there is a major life crisis in your culture, generally whom do you seek for help?
10. What is the general feeling about seeking professional help or counseling for solving life problems in your culture?
11. Would most people understand the role of the social worker in your culture? How would getting help from a social worker generally be perceived in your culture?
12. What are some celebrations in your culture, or special traditions?

A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment.
environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. Readings: Each week contains required readings from the text. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: a major application exam will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is 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 (available online at http://www.sfasu.edu/73.asp). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments Written by typewriter or word processor) 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 (6th ed.). Failure to meet these guidelines will result in loss of points.

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.

XII. GRADING POLICY:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency exams (midterm and final)</td>
<td>200</td>
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<tr>
<td>Assignment A (Gender)</td>
<td>80</td>
</tr>
<tr>
<td>Assignment B (Individual cultural experience)</td>
<td>80</td>
</tr>
<tr>
<td>Assignment C (includes interview)</td>
<td>100</td>
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<tr>
<td>Final Presentation</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>510</strong></td>
</tr>
</tbody>
</table>

15
XIII. GRADING SCALE:

A 459-510
B 408-458
C 357-407
D 306-356
F 0-305

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 policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, 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. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, 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](https://www.sfasu.edu/docs/policies/6.7.pdf)

XV. ACADEMIC INTEGRITY (SFASU 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 résumés; 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.

Note: The following is specific to 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/MSW/DSW 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 classroom. 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.

http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not
limited to

(1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

2. **The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.**

3. **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.

4. 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.

5. 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.

6. 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.
7. Misrepresentation is providing false grades or résumés; 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 read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

XVI. Withheld Grades Semester Grades Policy (SFA 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 course work 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 for the purpose of computing the grade point average.

Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/5.5_course-grades.pdf

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 (see Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. 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, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. 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.

Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.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, 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-campusr Resources:
The Dean of Student 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 and References


International Federation of Social Workers (IFSW) http://www.ifsw.org/


A. AFRICAN AMERICANS


B. HISPANIC/LATINO POPULATIONS


Coming out as gay can be hard for Hispanics. (2003, June 7). The Associated Press in Las Cruces Sun News, p 7A.


C. ASIAN POPULATIONS


D. NATIVE AMERICAN POPULATIONS


E. OTHER ETHNIC GROUPS/OPPRESSED GROUPS


F. GENDER ISSUES


G. SEXUAL PREFERENCE ISSUES


H. POPULATIONS WITH DISABILITIES


I. RELIGION AND CLASS ISSUES


J. GENERAL READINGS


