SOCW 6306 Social Work Theoretical Perspectives
Office: Social Work Building, 103

Prerequisite: Graduate standing
Co-requisite: None

COURSE SYLLABUS

I. COURSE DESCRIPTION

This course provides students the opportunity to gain mastery in the selection and application of theories, concepts, and frameworks that serve as the grounding of social work practice and social work teaching.

II. COURSE OVERVIEW

SWK 6306 Social Work Theoretical Perspective offers students the opportunity to gain mastery in the selection and application of theories, concepts and frameworks that serve as the grounding of social work and social work teaching. This course provides the opportunity for students to identify their own biases in the selection and application of theory and the factors that contribute to this process. This course serves to inform the teaching of all social work practice courses (micro, mezzo, and macro), providing students the opportunity to develop skills in deconstructing and reconstructing key theories and frameworks that are utilized in both practice and classroom settings.

This course will provide opportunities for students to critically analyze and compare theories from a variety of frameworks including ethics, diversity and social justice. This course will incorporate the role of ethics, and expand the student’s knowledge of the field, enhance individual values, skills, cognitive and affective processes at the center of professional social work.

III. COURSE CONTACT HOURS AND STUDY HOURS

Course credit is determined per CSWE Educational Policy and Accreditation Standards (EPAS).
IV. TEXTS AND MATERIALS

Required Texts:


Recommended Text:


V. CURRICULUM DESCRIPTION

The DSW program at SFA focuses on the development of scholarly practitioners. The DSW program’s mission is to prepare students for teaching, administration, leadership and practice. The program creates and maintains a learner-centered environment in which students are prepared to effectively address the challenges of living and working in a global community. The learning environment enhances students’ ability to develop the knowledge, skills, values and cognitive and affective processes needed for higher education, administration and leadership and practice. Students develop insight in how they are influenced by their own values in addressing critical social work issues related to anti-racism, diversity, equity and inclusion. The program contributes to the enhancement of social, economic, and environmental justice in diverse contexts. Doctoral students are able to identify as social work educators, practitioners, scholars and leaders who are guiding and influencing the future of the profession.

The Doctorate of Social Work (DSW) program of SFASU includes an advanced curriculum focused on preparation for advanced practice and social work education.

The curriculum of the Doctorate of Social Work/DSW program is built upon the knowledge base of the social work profession and its values and principles. It also draws upon theoretical and empirical knowledge from related disciplines helpful in the formulation, analysis, and solution of social problems. Particular instruction focuses on assessment and application of social work perspectives and behaviors and social science theories, research methods, social work education, critical analysis and assessment of social problems, social welfare policy, and knowledge development in a substantive research area of interest.

VI. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

Competencies and Behaviors for Doctorate of Social Work
Competency 1. Identify as a Social Work Educator
Competency 2. Embody Ethical and Professional Behavior
Competency 3. Apply Critical Thinking
Competency 4. Engage Diversity and Difference
Competency 5. Advance Human Rights and Social and Economic Justice
Competency 6. Identify as a Scholar Practitioner
Competency 7. Identify as a Social Work Leader
Competency 8. Demonstrate Collegiality and Stewardship

VII. PROGRAM LEARNING OUTCOMES (CSWE CORE BEHAVIORS)

**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.

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

**Competency 1. Identify as a Social Work Educator**
- Develop skill in using theory-based models of social work education
- Critically analyze multiple pedagogical approaches, methodologies and practices in social work education
- Understand the critical role of social work educators in the academy
- Demonstrate an understanding of teaching, scholarship, service responsibilities, and career progression in the academy
- Understand the impact of professional and university-wide accreditation

**Competency 2. Embody Ethical and Professional Behavior**
- Recognize and manage personal values as they guide work with students and colleagues
- Use technology ethically and appropriately to facilitate teaching and learning outcomes
- Conscientiously manage and analyze general and discipline specific ethical dilemmas and behavior
- Understand and apply the National Association of Social Workers Codes of Ethics

**Competency 3. Apply Critical Thinking**
- Distinguish, appraise, and integrate multiple sources and ways of knowing
- Engage in critical self-reflective practice
- Clearly articulate issues and questions central to social work education and actively engage in addressing them
- Create, understand, analyze and synthesize original work

**Competency 4. Engage Diversity and Difference**
- Recognize the extent to which society and organizations including educational structures, culture and values create or enhance privilege and power among student learners
• Critically engage with students in a shared learning process, acknowledging differences in experience, power and privilege
• Work sensitively and effectively with diverse student populations, with an appreciation for student strengths across cultures
• Develop the capacity to differentially apply knowledge related to diverse groups and contexts in teaching practice
• Understand how global challenges impact social work practice and education

**Competency 5. Advance Human Rights and Social, Economic and Environmental Justice**
• Understand the forms and mechanisms of oppression and discrimination in higher education and other systems
• Advocate at multiple levels for policy change that improves the lives of students and colleagues as a reflection of institutional mission and professional values
• Assess how social work practice and education, and institutional and governmental policies impact access to education and its delivery
• Develop understanding of environmental justice

**Competency 6. Identify as a Scholar Practitioner**
• Use practice and teaching experiences to inform scholarly work
• Use research findings to inform social work practice and teaching
• Engage in critical analysis of research methods and findings across the research spectrum
• Use research methodology in evaluation of student and program outcomes
• Assume active roles and responsibilities as a scholar practitioner, including the generation of new knowledge and public dissemination of one’s work.
• Critique and demonstrate the connection between social work practice and scholarship

**Competency 7. Identify as a Social Work Leader**
• Recognize leadership approaches and their application to organizational contexts
• Facilitate organizational change toward innovative practice
• Understand the impact of national, international, political, social and regulatory factors on social work education
• Engage in interprofessional practice, education, service and research

**Competency 8. Demonstrate Collegiality and Stewardship**
• Demonstrate flexibility and initiative by taking leadership roles when needed
• Work effectively with others in the classroom, university and the profession
• Embody the profession’s identity in social work practice in all practice settings including social work faculty roles and respectfully addressing issues within the university
• Develop a sense of responsibility for maintaining the integrity of the social work profession

**VIII. INSTRUCTIONAL METHODS**

This is a face to face class that will involve instructional supported learning. Content will be delivered both face to face (F2F) and via D2L/Brightspace. Methods of instruction will be based on active learning theories that will involve lecture by instructor, guest lecture, student discussion and presentations, small group activities and audio-visual presentations. Class discussions will add to and supplement the reading assignments and be based on the topics presented in the course.
materials. To be successful in the class, it is important that students take responsibility for their own academic performance, be active learners, read the assigned material, complete all assignments and respond to feedback. The course is organized into weekly learning sessions where students will be able to find the information to read and learn each week from assigned readings, class lecture and group exercises. PDF files and links to articles may be provided when available. Some content will be enhanced with online material and some examinations may take place online.

**IMPORTANT NOTE:** Absolutely **NO AUDIO/VISUAL RECORDING** during class at any time. Violations of this requirement will result in immediate disciplinary action.

**IX. COMPUTER REQUIREMENTS**

This course will utilize D2L/Brightspace to support the delivery of course content - go to [https://www.sfactl.info/d2l](https://www.sfactl.info/d2l)

**VII. COURSE CALENDAR**

*Please be advised that the schedule may vary as some topics take longer to cover than others, and as unexpected opportunities (i.e., guest speakers, videos, etc.) to enhance/support course material and class discussions may arise. Highlighted dates refer to LIVESTREAM CLASSES, unless otherwise specified as a no-class day).*

**Week 1 (9/1): Course Overview and Expectations/The Nature of Theories**

A. The Philosophy of Science  
   1. Ways of Knowing  
B. The Science and Art of Direct Practice in Social Work  
C. Aspects of Diversity

**Readings/Assignments and Class Preparation:**

IASSW Ethics  
NASW Ethics  
Syllabus  
Robbins et al., Chapter 1  
Clark, Chapters 1 – 2

**Week 2 (9/8): The Nature of Theories**

A. Grand, Middle-Range, and Focal Theories; Navigating Levels of Practice  
C. Theoretical Approaches and Application Examples in Social Work Practice  
   1. Macro Level Practice  
      a. Systems Theory  
      b. Community Practice  
      c. Asset Building  
      d. Strengths Perspective  
      e. Empowerment Approaches
2. Messo Level Practice
   a. Organizational Theory
   b. Community Development
   c. Community Organization
   d. Social Development
   e. Strengths Perspective
   f. Empowerment Approaches
3. Micro Level Practice
   a. Direct Practice
   b. Clinical Practice

D. **GROUP ACTIVITY:** Students will participate in group discussions on the effective applications of macro and messo level theories in contemporary practice. Participants will identify personal examples of theoretical approaches to practice, as well as determine effective measures for teaching macro and messo level theories to undergraduate students in social work programs. Additionally, the role “empathy” at these levels of practice will be discussed.

**Readings/Assignments and Class Preparation:**
Robbins et al., Chapter 1
Clark, Chapter 3

**Week 3 (9/15): Systems Theory: A Grand Theory**
A. Presentation of Systems Theory
   1. Approaches/Application of Relevant Skills
B. Overview of Current Research
C. Teaching Strategies for Social Work Education
D. Implications for All Levels of Practice

**Readings/Assignments and Class Preparation:**
Reamer (2013)
IASSW Ethics
NASW Ethics
Robbins et al., Chapter 2.
Clark, Chapters 1 – 3

**ASSIGNMENT 1/CLASS PRESENTATION DUE (as assigned in class)**

**Week 4 (9/22): Psychodynamic Theory**
A. Presentation of Psychodynamic Theory
   1. Approaches/Application of Relevant Skills
B. Overview of Current Research
C. Aspects of Empathy
D. Teaching Strategies for Social Work Education
E. Implications for All Levels of Practice
Readings/Assignments and Class Preparation:
Robbins et al., Chapter 7.
Clark, Chapters 4 – 6
Rothery, in Coady and Lehman Chapter 4
Congress, in Coady and Lehman Chapter 5
Simmon, et al, in Coady and Lehman Chapter 6
ASSIGNMENT 1/CLASS PRESENTATION DUE (as assigned in class)

Week 5 (9/29): Theories of Life Span Development
A. Presentation of Theories of Life Span Development
   1. Application of Relevant Skills
B. Aspects of Empathy
C. Overview of Current Research
D. Teaching Strategies for Social Work Education
E. Implications for Messo and Macro Practice

Readings/Assignments and Class Preparation:
Robbins et al. Chapter 8.
Wong and Stalker, in Coady and Lehman, Chapter 7
Cait, in Coady and Lehman, Chapter 8
Martin and Alessi, in Coady and Lehman, Chapter 9
ASSIGNMENT 1/CLASS PRESENTATION DUE (as assigned in class)

Week 6 (10/6): Theories of Cognitive, Moral, and Faith Development
A. Presentation of Psychodynamic Theory
   1. Approaches/Application of Relevant Skills
B. Aspects of Empathy
C. Overview of Current Research
D. Teaching Strategies for Social Work Education
E. Implications for All Levels of Practice

Readings/Assignments and Class Preparation:
Cobb, in Coady and Lehman, Chapter 10.
Knox and Roberts, in Coady and Lehman, Chapter 11
ASSIGNMENT 1/CLASS PRESENTATION DUE (as assigned in class)

Week 7 (10/13): Self Study Day (NASW-TX Conference)

Week 8 (10/20): MIDTERM EXAM

Week 9 (10/27): Behaviorism, Social Learning, and Exchange Theory
A. Presentation of Behaviorism, Social Learning, and Exchange Theory
   1. Application of Relevant Skills
B. Aspects of Empathy
C. Overview of Current Research
D. Teaching Strategies for Social Work Education
E. Implications for Messo and Macro Practice

**Readings/Assignments and Class Preparation:**
Robbins et al. Chapter 12.
Rothery and Tutty, in Coady and Lehman, Chapter 13.
Randall, in Coady and Lehman, Chapter 14
Bischoff, in Coady and Lehman, Chapter 15
**ASSIGNMENT 1/CLASS PRESENTATION DUE (as assigned in class)**

**Symbolic Interactionism**
A. Presentation of Symbolic Interactionism
   1. Application of Relevant Skills
B. Aspects of Empathy
C. Overview of Current Research
D. Teaching Strategies for Social Work Education
E. Implications for Messo and Macro Practice

**Readings/Assignments and Class Preparation:**
Knox and Roberts, in Coady and Lehman, Chapter 11.
Ramos and Tolson, in Coady and Lehman, Chapter 12
**ASSIGNMENT 1/CLASS PRESENTATION DUE (as assigned in class)**

**Week 10 (11/3): Transpersonal and Integral Theories**
A. Presentation of Transpersonal and Integral Theories
   1. Application of Relevant Skills
B. Aspects of Empathy
C. Overview of Current Research
D. Teaching Strategies for Social Work Education
E. Implications for Messo and Macro Practice

**Readings/Assignments and Class Preparation:**
Todd, in Coady and Lehman, Chapter 16
East, in Coady and Lehman, Chapter 17
**ASSIGNMENT 1/CLASS PRESENTATION DUE (as assigned in class)**

**Week 11 (11/10): Individual and Family Development Theories**
A. Presentation of Family Theories
   1. Application of Relevant Skills
B. Aspects of Empathy
C. Overview of Current Research
D. Teaching Strategies for Social Work Education
E. Implications for Messo and Macro Practice
Readings/Assignments and Class Preparation:
Congress, in Coady and Lehman, Chapter 4
Kirst-Ashman and Hull, Chapters 9-10
ASSIGNMENT 1/CLASS PRESENTATION DUE (as assigned in class)

Week 12 (11/17): Conceptualization of Empathy in Clinical Practice
A. Presentation of Empathy in Clinical Practice
   1. Application of Relevant Skills
B. Aspects of Empathy
C. Overview of Current Research
D. Teaching Strategies for Social Work Education
E. Implications for Messo and Macro Practice

Readings/Assignments and Class Preparation:
Clark, Chapters 1-6
ASSIGNMENT 2 (Part 1)/LITERATURE REVIEW DUE

Week 13 (11/24): THANKSGIVING BREAK (NO CLASS)

Week 14 (12/1): ASSIGNMENT 2 (Part 2)/LITERATURE REVIEW DUE

Readings/Assignments and Class Preparation:
Student Presentations

Week 15 (12/8): COURSE CONCLUSION
A. Overview of Theories
B. Personal Reflection

Readings/Assignments and Class Preparation:
Student Presentations

Week 16 (12/15): FINAL EXAM

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 discussions both F2F and online. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class. Attendance is required. Excuse absences (i.e. illness, death or accident) will be considered case by case and granted by the instructor based on the merit and verifiability of the extenuating circumstance. Absences will be noted. Two or more unexcused absences will result in reduction of final grade.
B. **Cell Phones/Pagers/Electronic Devices:** Because such devices are disruptive to the classroom environment, students are asked to refrain from using them during class unless they are made a part of the classroom exercise. Such devices must be on silent mode or turn them off during class. It is particularly offensive to an instructor to have a student using an electronic device during an unauthorized time in class, and texting while class is in session. Additionally, in order to protect sensitive information shared by anyone in class, **NO RECORDING** (video, audio, etc.) and **NO PICTURES** are allowed, unless permitted by the instructor. Requests of this nature must be submitted in writing to the instructor BEFORE any such activity occurs. **Any repeated classroom interruptions may result in a grade deduction and/or dismissal from the class.**

C. **Readings:** The course outline provides a list of required readings for each week. (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). 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 and group learning exercises. For example, you should present well formulated questions and comments that demonstrate prior preparation.

D. **Assignments/Exams:** Assignments will be due at midterm and at final time. Students are required to submit assignments at the scheduled time. Late work submittal and presentations will be scheduled according to university policy with a university-approved excuse.

E. **Quizzes/Exercises:** There will be unannounced class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

F. **Assignments/Presentations:** See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late.

**XII. GRADING POLICY**

*Coursework will be graded according to the outline below. Please note that points will be determined by the overall quality of work for each.*

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<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>100</td>
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<tr>
<td>Assignment 1: Class Presentation</td>
<td>100</td>
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<tr>
<td>Assignment 2 (Part 1): Literature Review</td>
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<tr>
<td>Assignment 2 (Part 2): Literature Review Presentation</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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A. Description of Coursework: The professor reserves the right to add any necessary minor modifications to assignment descriptions/criteria. However, the points for each grading item will NOT change.

1. **CLASS PARTICIPATION**
   1. Preparation and Attendance  
   **Total Points: 100**

2. **ASSIGNMENT 1: CLASS PRESENTATION**
   1. Students will be assigned ONE of the chapters in Robbins et al. to present to the class and provide a well-conceptualized overview of the theories, concepts, and applications within that chapter, as well as provide a critique of the theories described therein. You must submit a POWERPOINT presentation to Dropbox before your presentation begins.
   2. See Chapter 14 in Robbins et al. for an application overview of the theory.
   3. Discuss how specific practice skills are applied in congruence with the theoretical concepts.
   4. Present the information in an instructional format; include activities that would be engaging to students in your class.
   5. Examine literature to address the theory’s current application in practice (or lack thereof) and discuss aspects/factors that would increase/enhance its utility in practice.
   6. All students will provide substantive feedback on each presentation.
   7. The presentation should adhere to APA format and include citations and references.
   8. At least one handout for class participants must be included.
   9. Students will be assigned a date to present at the beginning of the semester.  
   **Total Points: 100**

3. **ASSIGNMENT 2 (Part 1): LITERATURE REVIEW PRESENTATION**
   1. Choose a topic of interest to you (domestic violence, depression, anxiety, drug abuse, family/marital conflict, juvenile delinquency) to address from a clinical social work perspective and align a theory most fitting to address the identified problem.
   2. Discuss therapeutic skills and techniques addressed within this theoretical context. Examine how these skills and techniques are designed to “move” the client through the process to achieve desired results.
   3. Provide an evaluative overview of recent literature to describe strengths and limitations of this approach (critique).
   4. Identify implications to improve the theory’s fidelity and to bolster its effectiveness with client outcomes.
   5. Follow APA 8th edition style, and any other parameters for the assignment as discussed in class. This paper will be 15 to 18 pages in length, typed using 12-point font, and double spaced. A HARD COPY of your paper
MUST be submitted to the professor, as well submitted as an electronic copy to Dropbox (see Course Calendar for due date).

**Total Points: 100**

4. **LITERATURE REVIEW PRESENTATION**
   1. Each student will prepare a PowerPoint class presentation to coincide with their LITERATURE REVIEW and submit it to Dropbox along with their paper (see Course Calendar for due dates).
   2. The presentation should adhere to APA format and include citations and references. and include at least one handout for the class.
   3. Students will be assigned a date to present at the beginning of the semester.

   **Total Points: 100**

5. **MIDTERM EXAM**
   1. Format for the exam will be discussed in class.

   **Total Points: 50**

6. **FINAL EXAM**
   1. Format for the exam will be discussed in class.

   **Total Points: 50**

**XIII. GRADING SCALE:**

Total points earned from graded items will be calculated, and a letter grade will be assigned as follows:

- **A = 450 – 500**
- **B = 400 – 449**
- **C = 350 – 399**
- **D = 300 – 349**
- **F = Below 300**

**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

XV. ACADEMIC INTEGRITY (SFA Policy 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. **Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become
part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.

4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Academic Integrity (4.1)
Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.

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

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.

The DSW Student Handbook and DSW 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 (see the 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, 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. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

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.

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 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, 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/thewhub
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
XIX. REFERENCES


