I. COURSE DESCRIPTION

2361 – Introduction to Social Work - Credits: 3

*Introduction to the social work profession and service provisions, including the history, philosophy, values and ethics of the profession. The generalist problem-solving model is introduced.*

No pre-requisites for this course

II. COURSE OVERVIEW

The purpose of this course is to introduce students to the profession of Social Work. The professional knowledge, values and ethics of Social Work will be taught to students with major emphasis being placed on the relationship between the profession of Social Work and Generalist Social Work Practice. Course content will also include information on the historical and philosophical development of the Social Work profession as well as the significance of values and ethics in the profession.

This course will address issues related to discrimination, economic deprivation, and oppression that place persons-at-risk or in need of social work services in our society. Issues of gender, race, ethnicity, culture, age and sexual preference as they relate to Generalist Social Work practice will also be explored throughout the course.
III. COURSE CONTACT HOURS AND STUDY HOURS

SOCW 2361 Introduction to Social Work is 3-credit hour face-to-face course in the spring term which consist of 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Outside class work activities include conducting research for written assignments, preparing presentations, and other group assignments.

IV. TEXT AND MATERIALS


RECOMMENDED TEXT:


V. CURRICULUM DESCRIPTION

The **BSW program** at SFA features the generalist as defined below.

**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
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. Analyze the history of Social Work and the professional knowledge, values and ethics of the profession and generalist practice. (competency 1, 5)
2. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making. (competency 1).
3. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services in generalist practice (Competency 5, 7, 8).
4. To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in delivery services (Competency 2).
5. Identify ways to advocate for human rights and social and economic justice. (Competency 3, 5).
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (competency 2, 3).
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences. (competency 2).
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (competency 2).
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (competency 3).
10. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (Competency 7)

11. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (competency 8).

12. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. Competency 8).

VIII. INSTRUCTIONAL METHODS

This course will be conducted in a lecture-discussion format. Face to face will be used to provide instruction. Students are encouraged to ask questions and contribute comments for discussion. This class is a safe classroom and is designed for all students to have the opportunity to share their perspectives, without being chastised or attacked by other students. Students should be respectful to one another and to the professor and should refrain from using any language that could be perceived as racist, inappropriate, or offensive. Initial classroom problems will be brought to the student’s attention so that they have an opportunity to correct the behavior and learn from the experience. Repeated disruptions may result in the student being removed from class or require a behavioral alert.

Exams will consist of essay, short answers, multiple choice and true-false questions and will be administered at the scheduled class time. The exams will evaluate knowledge of content. The assigned papers will measure student’s ability to critically evaluate and integrate course content. Exams will test for material from the text, from lecture, and from outside readings.

One class day will be used for a current event discussion. The specific requirements for the current event assignment will be given in class prior to the due date and assigned topics will vary. Students are required to bring to class a peer-reviewed article related to the assigned topic. This information will be presented to the class for discussion and submitted to the drop box. Points will be awarded for this activity. When presentations are required, students should be present to receive participation points.

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 with access to technology, go to https://www.sfasu.edu/d2lsupport

**X. COURSE CALENDAR**

**Week 1**  
Introduction and Overview of  
Course Review Syllabus  
Class Exercise  
The Professional Social Worker Becoming a Social Worker  
Toward a Definition of Social Work Social Work Defined


**Week 2**  
Toward a Definition of Social Welfare Social Welfare Defined  
Social Work in the Social Welfare System  


**Week 3**  
*Current event presentation introduced and scheduled for February*

History of Social Work Video: *Legacies of Social Change (Homework)*  
The Elizabethan Poor Law of 1601  
Charity Organization Societies  
Settlement House Movement  
Freedmen’s Bureau  
Social Reform in the 1960’s  
1980s &1990s: A Return to the Work Ethic  
Compassionate Conservatism: The New Millennium


**Assignments**: Current Event – February Black History Month
Week 4

Accreditation and why it Matters
Educational Policy and Accreditation Standards
Accreditation Standards for Social Work
Programs Council of Social Work Education
(CSWE) National Association of Social Workers (NASW) The Education of a Social Worker
Baccalaureate in Social Work
(BSW) Master of Social Work
(MSW) PhD/DSW in Social Work


**Assignments:** AARC Writing Session Referral

Week 5

Social Workers Today
What Are Social Workers
Paid Where Do Social Workers Work
Getting a Social Work Job after Graduation Licensing Requirements
How to prepare a Resume Field Placement Experience Professional Development


**Assignments:** Prepare a Resume DRAFT DUE FEB 13

**CCPD:** Class Workshop on February 15 – Attendance Required

Week 6 & 7

Culturally Competent Social Work
Practice Diversity, Race, and Ethnicity
Historic and Current Discrimination Poverty Defined
Why is Poverty in a Wealthy Nation? Number in Poverty vs. Poverty Rate
Programs to Aid the Poor Who is Poor?
Poverty & Location, Race, Gender, Age
Child Welfare Defined The Rights of Children
America’s Diverse Children and Their Families
The Design of the American Child Welfare System
Child Protective Services:
Child Sexual Abuse and Trauma
Out of Home Services
Foster Care/Adoption


**Video:** God Bless the Child (to be viewed during our class session)

**Assignments:** Exam I Part I: Chapters 1-4

**Week 8**

Health Care Defined
A Brief History of Health Care and Social Work
Understanding the Current Health Care Environment
Roles and Task of the Health Care Social Worker
Home Care Services
Hospice Social Work
Acute and Long Term Care Settings


**Speaker(s):** Child Protective Services (Attendance Required)

**Assignments:** Lifestyle Paper A Due
*Mid-semester Grading*

**Assignments:** Midterm Exam (Exam II)

**Midterm Exam Information:**
The Midterm Exam will be over Chapters 7-11 Colby Text
Your Midterm Exam will be on _______________ from 12:30-1:45pm.
Exam will consist of true/false, multiple choice, fill in the blank & essay questions.
No scantron needed.

**SPRING BREAK HOLIDAY March 9-17, 2024:** NO CLASS March 12-14

**Week 9**
**Week 10**

Multidimensional Psychosocial Assessment: Person in Environment
Mental Health Services
Mental Health & Social Work
Mental Health Diagnosis
The Mentally Ill in the Criminal Justice System
Mental Health and Dual Diagnosis


**Speaker(s):** Mental Health Clinician (ASSESSMENT to be Completed)

**OPR Training:** Class Workshop on March 19 – Attendance Required

**MISSION POSSIBLE:** Optional mental health conference in Lufkin, Texas March 19 & March 20

**SWAD:** Optional Trip to Austin Texas March 22, 2024

**Week 11**

Strengths Perspective & Theoretical Frameworks for Practice with Older Adults Aging: What can be expected?
Physical Health Conditions and the Older Adult
Employment Changes, Older Adults, and Social Work
Practice Living Longer, Working Longer
Caregiving in the Community
Older Individuals & Retirement


**EASTER HOLIDAY:** Thursday March 28, 2024 – *NO CLASS*'

**Week 12**

Domestic Violence Defined
Characteristics of the Abused and Their Abusers Helping Survivors of Abuse
The Role of a Social Worker
Providing Direct Clinical Services Children: The Forgotten Victims The Criminal Justice System

Assignments: Integrative Paper B Due

Week 13  What is meant by Politics
A Historical Overview of Political Activity by Social
Workers Why Politics and Social Work
Social Work Values and Political Activity
Social Workers Involvement in Politics
Today

Readings: Kirst-Ashman, and Hull, Chapter 1 and Colby I., Dziegielewski,
S.F. (2016) Introduction to Social Work: The People’s Profession-
Chapter 13 & 14.

URC: Optional Undergraduate Research Conference at SFA:
Student Center second floor from 4:00-7:00 pm

Week 14  Concepts Essential to Social Work
Practice Skills, Knowledge Base, Values
and Ethics Understanding Diversity

Readings: Colby I., Dziegielewski, S.F. (2016) Introduction to Social
Work: The People’s Profession- Chapter 5.

Week 15  Understanding Generalist Practice
Evidence –Based Social Work
Practice The Steps in Professional
Helping
Person –In Environment: Guiding the Practice Framework
Selecting a Practice Method
Micro-practice, Mezzo-practice, Macro-practice
Considerations and Decisions Regarding Social
Work

Readings: Kirst-Ashman, and Hull, Chapter 1 & 3, Colby I., Dziegielewski,
S.F. (2016) Introduction to Social Work: The People’s Profession-
Chapters 5, 6, and Chapter 15.

Assignments: End of Semester COURSE EVALUATIONS

Week 16  Biopsychosocial Assessments
Course Evaluations
MAKE UP DATE FOR CURRENT EVENTS

Final Exam Information:
The Final Exam will be over Chapters 5 - 6 and 12-15 Colby Text

Your Final Exam will be on _____________________________ from 10:30-12:30pm.
This Exam will consist of true/false, multiple choice, fill in the blank and essay questions.
No scantron needed.
XI. COURSE REQUIREMENTS:

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 they have attended class or were absent. If the absence is related to a university approved absence, the student should notify the professor in writing and submit extended absences with documentation to the Dean of Students.

   **Cell Phones/Pagers/Electronic Devices:** Such devices are disruptive to the classroom 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. Given that this class is face-to-face, please silence notifications during class sessions. 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 and/or referenced journal articles. Some articles will be posted on Brightspace. You can utilize the articles for home study, exam preparation and research. You will be responsible for all readings for exams and quizzes regardless of review in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: Three (3) major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, classroom questions/responses, and guest presentations are subject to examination. The exams will consist of a combination 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 (available online at [http://www.sfasu.edu/73.asp](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. Quizzes: A total of ten (10) quizzes will be given over the course of the semester. The quizzes will evaluate for general comprehension of the course material (assigned readings and/or previous lecture topics) or may 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 due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes may be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.
E. **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments must be typed in a WORD document with 12 pt. font, double spacing and standard margins. APA format is required according to the most current edition of the *Publication Manual of the APA*.

All assignments are submitted in Word format to an assigned D2L DROP-BOX. Failure to meet these guidelines will result in loss of points.

F. **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.

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**SOCW 2361.001**

**ASSIGNMENT DESCRIPTIONS ARE ON THE FOLLOWING PAGES:**

K. Bailey-Wallace, MSW, LBSW  
Introduction to Social Work SPRING 2024  
School of Social Work Office: 115  
Office phone: 936-468-4191  

Send all class email through the BRIGHTSPACE D2L  
[https://d2l.sfasu.edu/d2l/home](https://d2l.sfasu.edu/d2l/home)

**Office hours:**  
Mondays 12:00 – 1:00 pm  
Wednesdays 1:00 – 3:00 pm  
Tuesdays & Thursdays 8:30 am – 12:00 pm
Assignment I: Lifestyle Paper A
(100 points)
DUE DATE:

This assignment is designed to help students identify Component behaviors, which achieve the Nine Core Competencies: and will require you to illustrate your knowledge of generalist social work practice with individuals, families, groups, communities and organizations. This assignment is an experiential exercise that requires you to take on the identity of a fictitious person. The lifestyle described here consists of over 25 percent of our total population; therefore, this is reality for a significant number of our clientele (this concept refers to individuals, families, groups, communities and organizations). This paper is worth 100 points. Refer to rubric to ensure that all required areas are addressed. This paper should be between 7-8 pages in length, excluding the title page.

For the purpose of this paper you are to assume that you are a parent with three children (ages 2, 4, 6) who is receiving Temporary Assistance for Needy Families (TANF). You are unemployed and recently separated from your spouse. Your monthly benefit check is $221 per month and you get $250 per month food allowance. (Food allowance may only be used to purchase food items.) Your spouse pays no child support. Most of your medical expenses are paid by Medicaid.

The first part of the assignment is to prepare a monthly budget for your family. Include items like food, rent, utilities, clothing, transportation, laundry and entertainment. Also, include the cost of non-food items like soap, nonprescription medications and paper products. In this budget you should first detail how much is to be spent on each item each month. Then describe the quality of life you would be leading. In other words, describe what your housing would be like, how clean you would be able to keep your clothes, what kind of entertainment you would have, etc.

The second part of the assignment is to prepare a monthly budget under the assumption that you took a part time job. Assume that you have the possibility of getting a 1/2 time job washing dishes at a restaurant at minimum wage. ($7.25/hr.) Your gross pay would be $412/month and your net pay would be $363/month. Your TANF would be reduced to $111/month and your food allowance to $205/month. Take into consideration extra expenses such as day care, extra clothing and transportation. (Day care 2 1/2 days per week for two children.) Compare and contrast your working budget with the first budget you prepared. Is it worth it to go to work? Explain why or why not.

Include the following in your assignment.
1. Identify or at least describe the type of organizations you will be dealing with in your lifestyle.
2. Describe the community that you live in.
3. Describe the life of your family.
4. Describe your social structure and the groups you are interfacing with in your lifestyle.
5. Discuss who you are within the context of this situation. What are your strengths and weaknesses?
Assignment II: Integrative Paper B
(100 points)
DUE DATE:

This assignment will require students to write a paper that reflects an understanding of social work and social work practice. It should be a professionally prepared paper adhering to the APA format. The paper should be typed, double-spaced and 8 to 10 pages in length. It should reflect the integration of reading, lecture or other research materials. This paper is worth 100 points. Refer to the rubric to ensure that all required areas are addressed.

I. Define and describe the profession of social work.
   1. Mission, Purpose, Goals
   2. Attributes of the Profession
   3. Historical Development (Social Movements)

II. Define and discuss generalist social work practice.
   1. Elements of Generalist Practice
   2. Definition of Generalist Practice
   3. Examples from lifestyle Paper

III. Identify and visit a field of social work practice.
    1. Date, location and time visited the agency
    2. Identify type of field of practice

IV. Interview a social worker (identify as a social worker) in an agency that reflects your chosen field of practice. Include the following:

   1. What social problem or areas of social functioning does the agency attempt to address?
   2. Give a description of your field of practice including a brief history and some of the problems social workers attempt to help clients resolve.
   3. Auspices of the agency (Private, Public, Nonprofit)
   4. Describe the population served by the agency (specific characteristics of the population) and services provided.
   5. Identify the criteria to receive services
   6. Provide contact information and qualifications of the social worker, and then discuss a typical day on the job.

V. What is your opinion about working in the field of social work practice?
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 ten (10) 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams</td>
<td>200</td>
</tr>
<tr>
<td>Lifestyle Paper A</td>
<td>60</td>
</tr>
<tr>
<td>Integrative Paper B</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes/Readings</td>
<td>100</td>
</tr>
<tr>
<td>Current Event/Student Presentations</td>
<td>20</td>
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<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tr>
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</table>

A  520 – 580
B  462 – 519
C  404 – 461
D  346 – 403
F  345 or less
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.

**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.
XVI. WITHHELD GRADES SEMSESTER 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 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 Are Listed on the Next Page:
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)
- Job Crisis Text Line: Text HELLO to 741-741
BIBLIOGRAPHY


Council on Social Work Education and National Association of Social Workers (2001). Video, Legacies of Social Change: 100 years of Social Work. This film is a collaboration of NASW and CSWE supported by the Brown Foundation Inc, of Houston and produced by the Educational Film Center of Annandale, Virginia.


21


Chichester, West Sussex


Hoboken, N.J.


