COURSE SYLLABUS

I. COURSE DESCRIPTION

2389 - Junior Practicum
Credit(s): 3

Introduction to social work practice and the provision of social work services in a community-based setting under the supervision of a professional social worker. Requires six hours of supervised field experience per week and attendance in a practicum-related seminar. Student must complete a total of 85 hours in practicum setting approved by the school.

Prerequisite Course(s): SOCW 2361, GOVT 2301, HIST 1301, PSYC 2301, SOCI 1301

II. COURSE OVERVIEW

The purpose of this course is to introduce undergraduate students to the field experience within an agency context and teach students the integration of theory and practice within a Generalist framework. The course also is the instructional experience where students can observe in agency settings and learn in the classroom setting how knowledge, values, skills and cognitive and affective processes comprise each competency at the generalist level of practice. The course is designed to facilitate integration of theory and concepts of social work practice learned in class.
to the field setting. This is accomplished by the student's participation in a seminar class, which meets weekly and provides a forum where linkage and integration occur between classroom learning and practicum experiences. Students are required to complete one written assignment, which will constitute a significant portion of their grade but also will be given assignments to be discussed in class designed to address relevant professional issues the student may encounter in the field instruction experience. Students will complete up to 100 hours in the field setting and will receive time for classroom attendance, which is used to meet the hour requirement. Students primarily function as **PARTICIPANT OBSERVERS in this segment of the field instruction.**

### III. COURSE CONTACT HOURS AND STUDY HOURS

This 3-credit hour face-to-face seminar course in the fall term approximates 1 hour of classroom time/direct instruction and at least 8 hours of out-of-class work per week. The COURSE CALENDAR reflects the weekly in-class activities and eight hours of out of class work and includes text-book readings, case studies, links for videos/podcasts, articles, online Brightspace modules as well as the preparation of written assignments and weekly journal entries.

Course credit is determined per CSWE Educational Policy and Accreditation Standards.

During fall semester 2023 and the spring semester of 2024, the Field Director at the School of Social Work mandated that students complete 55 hours in the practicum setting plus 15 hours in the seminar for a total of 70 hours.

### IV. TEXT AND MATERIALS

**REQUIRED TEXT:** SOCW 2389 (300) Field Instruction Manual: Revised 2021

**RECOMMENDED TEXT:**


### V. CURRICULUM DESCRIPTION

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

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

Briefly, generalist social work practice:

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

VI. PROGRAM LEARNING OUTCOMES

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Educational Policy and Accreditation Standards (EPAS, 2015)
Council on Social Work Education [www.cswe.org](http://www.cswe.org)

VII. STUDENT LEARNING OUTCOMES

This course will help you establish your identities as generalist social work practitioners and all competencies and behaviors outlined below will be explored this semester for the Junior Practicum. We are also utilizing the 2022 CSWE EPAS this year as the BSW program transitions to the new standards. (OBJECTIVES - CSWE BEHAVIORS)

1. Student will discuss how ethical decisions are used in the application of the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. (Competency 1)
2. Student will understand how to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (Competency 1)

3. Student will discuss professional demeanor in behavior; appearance; and oral, written, and electronic communication. (Competency 1)

4. Student will learn how technology is used ethically and appropriately to facilitate practice outcomes. (Competency 1)

5. Student will become knowledgeable of how supervision and consultation is used to guide professional judgment and behavior. (Competency 1)

6. Student will understand of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (Competency 2)

7. Student will learn how to present themselves as learners and engage clients and constituencies as experts of their own experiences. (Competency 2)

8. Student will understand how self-awareness and self-regulation is used to manage the influence of personal biases and values in working with diverse clients and constituencies. (Competency 2)

9. Student will understand how social, economic, and environmental justice is used to advocate for human rights at all systems levels. (Competency 3)

10. Student will be knowledgeable of practices that advance social, economic, and environmental justice. (Competency 3)

11. Student will learn how practice experience and theory is used to inform scientific inquiry and research. (Competency 4)

12. Student will understand how critical thinking is used to engage in analysis of quantitative and qualitative research methods and research findings. (Competency 4)

13. Student will become knowledgeable of how research is used to inform and improve practice, policy, and service delivery. (Competency 4)

14. Student will identify social policy at the local, state, and federal level and discuss how it affects the well-being, service delivery, and access to social services. (Competency 5)

15. Student will understand how social welfare and economic policies impact the delivery of and access to social services. (Competency 5)

16. Student will understand how critical thinking is used to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (Competency 5)
17. Student will understand knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks and how it is used to engage with clients and constituencies. (Competency 6)

18. Student will understand the use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (Competency 6)

19. Student will discuss how to collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (Competency 7)

20. Student will be knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (Competency 7)

21. Student will discuss the intervention of goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (Competency 7)

22. Student will become knowledgeable of intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (Competency 7)

23. Student will discuss critical interventions used to achieve practice goals and enhance capacities of clients and constituencies. (Competency 8)

24. Student will integrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (Competency 8)

25. Student will understand the use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (Competency 8)

26. Student will discuss how practitioners negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (Competency 8)

27. Student will be knowledgeable of effective transitions and endings that advance mutually agreed-on goals. (Competency 8)

28. Students will understand how the evaluation process is an ongoing component of the dynamic and interactive process of social work practice and will understand the appropriate methods for evaluation of outcomes. (Competency 9)

29. Student will understand knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (Competency 9)

30. Student will understand how practitioners analyze, monitor, and evaluate intervention
and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)

31. Student will discuss how evaluation findings are used to improve effectiveness at the micro, mezzo and micro levels. (Competency 9)

VIII. INSTRUCTIONAL METHODS

The 2389.002 seminar course will be taught as a face-to-face course. Field instruction requires the student to begin the process of understanding how and why classroom knowledge is integrated into the field setting. Students will function as “Participant Observers” in the assigned agency. Students will maximize learning in the field setting through observation, analysis, interviews, supervision, completion of assigned readings, classroom discussion, and completion of a written assignment. Students will be required to create and maintain a journal of events and learning experiences that relate to the course objectives. Journals will be reviewed during the semester and students will be encouraged to share journal entries in the classroom setting.

Students are assigned to agencies by the Director of Field and are under the supervision of the agency Field Instructor while in the agency. During the first six weeks, students will complete applications and interviews with the field office and assigned to community-based agencies for up to 100 hours of observation. The 2389 seminar instructor will facilitate the weekly class sessions and may also serve as Field Liaison, conducting student field performance evaluations. Assessments and evaluations will be conducted in the seminar setting and, in the agency setting. 

Seminar attendance is required each week.

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 D2L requirements may involve quizzes, news posts, homework assignments, content modules, grade postings, evaluative feedback, emails and drop-boxes. You will need to access D2L Brightspace on a weekly basis. If you need assistance, go to https://www.sfasu.edu/d2lsupport

X. COURSE CALENDAR

Week 1 Overview of Field Instruction
Introduction to Junior Practicum
Student/school/agency expectations
Transition from a student to a professional social worker
Generalist practice and diverse agency services
Week 2  **Mission, Goals, Objectives**  
Organizational structure and social work  
Historical and current social work functions  
Social policy and social work functions in an agency  
Profile of client systems and eligibility criteria  
Oppressed/disadvantaged populations and services  
CSWE Standards  
*Readings: Agency’s Policy and Procedure Manual*

**Documentation is due to the FIELD OFFICE**

Week 3  **Overview of Social Work and the Agency Setting**  
Social worker function  
Diagnostic vs. function approach  
Agency expectations  
Licensure and standards  
The Code of Ethics and the agency setting  
Personal vs. professional values in the agency setting  
The concept of professional self  
*Readings: Agency’s Policy and Procedure Manual and Week 3 Content on BrightSpace*

**Seminar Class: CCPD Presentation on PROFESSIONALISM**  
Wednesday February 7, 2024 (attendance required)

Week 4  **Theory and Concept Base of Generalist Practice**  
Human behavior and the social environment  
Human development  
Systems theory

Week 5  **Diversity and oppression**  
Critical thinking  
Person-in-situation  
Problem-solving  
*Readings: Agency’s Policy and Procedure Manual and Week 4 & 5 Content on BrightSpace)*

**INITIAL EVALUATION VISITS OCCUR BEFORE MIDTERM (50 pts)**
Week 6  Overview of Generalist Practice  
SFASU definition of generalist practice  
Elements of the generalist practice perspective  

Week 7  Areas of intervention: Individuals, families, small groups, organizations, and communities.  
Readings: Agency’s Policy and Procedure Manual and Week 6 & 7 on BrightSpace.  

Review: Guidelines of Major Paper Assignment  

Week 8  The General Method and the Agency Setting  
Stages of the general method: An overview  
Engagement in the agency setting  

Observation and analysis: problem identification, feelings, goals, diversity of client systems, discuss professional organizations and affiliations  

MIDTERM JOURNAL REVIEW DURING SEMINAR CLASS  

WEEK 9 - SPRING BREAK!  

Week 10  OPTIONAL Mental Health Conference Lufkin TX March 19-20  
Data Collection and the Agency Setting  
Interview skills and strategies  

Week 11  Observation and analysis: context; relationship; questioning, responding, listening and clarification assessment, intervention, evaluation, and termination.  
Readings: Agency’s Policy and Procedure Manual and Week 10 & 11 on BrightSpace  

Week 12  Generalist Social Work Practice and Diversity in the Agency Setting  
Units of service: individuals, families, groups, organizations, and communities  
Readings: Agency’s Policy and Procedure Manual and Week 12 & 13 on BrightSpace
Week 13

Major Paper Assignment DUE Wednesday April 10, 2024 and no late work will be accepted after Saturday, April 20, 2024

Weeks 13, 14, 15

We will discuss the results of the major paper and students will provide presentations on social service agencies during seminar class. Students will engage components of generalist practice and analyze the NASW Code of Ethics.

Students will be completing field hours during these weeks with a goal of completing the internship hours by the end of April. Final evaluation visits will take place during the month of April and will take place at your agency with you and your Field Instructor. The date for this visit will be identified during the initial visit in February-March 2024. Student and Field Instructor are responsible for completing the Student Field Performance Evaluation and this form will be given to the Liaison during the agency visit.

Week 14

Rural, urban, and suburban client systems

Minorities
Oppressed groups
Special populations

Week 15

Current Issues, Patterns, and Consequences of Oppression and Discrimination in the Agency Setting.

Readings: Agency’s Policy and Procedure Manual and Week 15 FINAL MODULE on BrightSpace.

Week 16

All final assessments and field evaluations are due by the Wed. May 1, 2024

Finals Week
We will meet for our final exam function during our class time on Wednesday May 8, 2024 @ noon
XI. COURSE REQUIREMENTS

This course requires up to 100 hours of field experience. Students are placed in an agency-based setting under professional social work supervision during the 16-week semester. Students also attend a one-hour weekly classroom seminar. Classroom hours and agency-based experience are combined to meet the hour requirement.

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 are disruptive to the classroom environment and field learning environment and students are expected to refrain from using them during class or in the practicum setting. All electronic 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. Student will follow policy related to social media as outlined in the Student Handbook.

B. Readings: Each week contains required readings from the text, field manual, assigned journal articles, and D2L Brightspace modules. You will be responsible for all readings 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 & Quizzes: A final exam may be given at the end of the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses, and guest presentations are subject to examination. The student is expected to attend seminar during week 16 for a final exam session. This session may include written and verbal reports. 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. Quizzes will be unannounced and may occur at any time during the class period.

D. 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 12 pt. font with doublespacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (7th ed.). Papers must be in Word document format and submitted to the assigned Drop-Box. 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.
PAPER ASSIGNMENT

This assignment is designed to help students identify component behaviors, which augment (supplement) the 9 Core Competencies, as they are demonstrated by social workers in generalist social work settings.

INSTRUCTIONS: This assignment due date will be assigned by the course instructor and the BSW Field Director. It is worth 100 points. Each student is to do her/his own work in a manner consistent with the University policy on intellectual integrity and plagiarism. Students should prepare professionally typed responses to each question. This assignment should be professionally prepared paper adhering to the APA format. The paper should be typed, double spaced and 8-10 pages in length. No abstract is required, however, you are to introduce your paper to your audience. All references must be appropriately cited as dictated by the APA guide (7th edition). Information from previous courses as well as SOCW 2361 or 2362 will be helpful in preparing your responses. Please answer all questions completely and in a professional manner. Please use examples to illustrate your answers. Much of your learning will take place from an observational perspective.

I. Social Work/Social Welfare History

A. Explain one historical event that has had a major impact on the services delivered by your agency. Explain why this event is significant. What is the primary purpose of the agency? What social problems or social issues does the agency address? How do agency services advance human rights? How does this agency address social and economic justice?

B. What is the purpose of social work in your agency? Describe some of the functions of social workers in the agency. Why, in your opinion, are social workers best suited for these functions? Explain how social workers impact the delivery of services to consumers. How long have social workers been delivering services in your agency?
II. Structure of Services and Institution

A. Describe your field placement agency? Is it Public or Private? What is/are the primary sources of funding for the agency? What is the general philosophy of your agency in delivering services? Identify one policy that affects clients in your agency.

B. Describe the type of services provided by the agency. Explain and describe the following: focus of services (issues addressed), types of services provided, eligibility criteria, and client population (age, ethnicity, religion, socioeconomic level, education, etc.). Choose one of the issues addressed by your agency and explain its global status.

C. What is the governing structure of your agency? Explain how your work unit fits within this structure?

D. How does the agency evaluate practice? How is the information used to improve service delivery? How do employees remain current with practice related research and information?

E. How is your agency different or similar to one of your colleague’s (fellow students) field placement agency? How do these differences enhance or impede service delivery?

F. Explain some of the characteristics that a social worker could have in order to be effective working in your agency. Would you consider working for this agency? Explain in detail your response.

III. Generalist Social Work Practice/Ethics and Values

A. Define generalist practice and discuss your observations of social work practice with individuals, families, groups, communities and organizations. Illustrate your knowledge of generalist practice with specific examples from your agency.

B. Discuss the following concepts in relations to the kinds of situations social workers experience in the agency that cause them to behave in an ethical manner.
   1. Confidentiality
   2. Dual Relationships
   3. Cultural Competence and Social Diversity
   4. Social Workers' Ethical Responsibilities to Colleagues
   5. Social Workers' Ethical Responsibilities to Professionals.
JOURNAL ASSIGNMENTS

The journal is a tool to help you integrate your field experience and your classroom learning. Journaling will enable you to explore your reactions to the agency, to your clients, and to your professional development. Write in your journal about the experiences, which affected you during the day in your field placement. What events challenged your values or raised feelings in you? What events forced you to use your judgment or creativity? What social work concepts assist you in understanding your observations? What component behaviors did you observe your Field Instructor or Seminar Instructor demonstrating?

This framework is one approach for the journal assignment and will be utilized for the duration of the semester. You will need a separate spiral or composition notebook that will be turned in at midterm/final for evaluation. Bring your journal to seminar class on a regular basis. You may receive additional prompts for writing and reflection during the seminar session. Journal assignments and criteria will vary and different prompts will be used throughout the semester.

Getting Started: It is recommended that you choose a particular time and a special place to write in your journal. Before you begin, sit quietly, breathe deeply. Take a few minutes to center yourself. Always be prepared to quickly capture your experiences to add to your journal.

Step 1: Review the activities of the day in field (preparing for field), and consider the following:

Is there a conversation or event that you feel you need to look at more carefully? Do you have unresolved feelings about what someone said or did? About something you said observed or did? Have you been thinking of words you wish you had said or an action you wish you had taken? Was there a time when you felt a strong emotion (joy, anger, hurt, concern, disappointment, and sadness)? Why might this emotion have surfaced?

Where did you put most of your energy? How would you chart your emotions for a particular day? How are you affected when you feel you lack the knowledge or skills to work with a particular client or situation? What have you learned about social work?

Are there explanations you would like to give for why you took a particular action or failed to act? Are there questions you have about a client? A value? A policy? Was there a time when you experienced an insight or made a connection between theory and practice?

Step 2: Write your response to the questions posed above. Be specific in your responses in identifying theoretical and practical concepts. You may select to write on one thought, feeling, or idea that seemed most significant for that particular day in field. Use the journal to reflect on what you are discovering about yourself.

Step 3: Make a list of the activities you performed that day in field.
XII. GRADING POLICY

A grade for SOCW 2389 will come from a combination of the Field Practicum experience, seminar attendance/participation, and written assignments. The Field Director in consultation with the seminar course instructor will assign the final grade for SOCW 2389. Class attendance and engaging in discussions are important for earning Class Attendance/Participation points. Students will be expected to turn in assignments at the scheduled time. Failure to do so without prior permission will result in a grade of 0. Permission to turn in an assignment late will be based on the "excused absences" policy listed in the SFASU General Bulletin.

XIII. GRADING SCALE

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<th>Points</th>
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<tr>
<td>Initial Evaluation Visit</td>
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<td>Final Evaluation Visit</td>
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<td>Paper Assignment</td>
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<td>Class Attendance/Participation</td>
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<td>Journal Review/Evaluation</td>
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<td><strong>Total</strong></td>
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A 480-432
B 431-384
C 383-336
D 335-288
F 287 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.

Since attendance is a factor in the course grade for SOCW 2389, an accurate record of attendance will be maintained. COMPLETION OF ALL SEMINARS AND FIELD HOURS ARE REQUIRED FOR THIS CLASS. Time sheets must be submitted to the field office on a weekly basis to document observation hours in the agency setting. FAILURE TO COMPLETE ALL FIELD HOURS IN CURRENT SEMESTER WILL REQUIRE REPEAT OF COURSE.
The Dean of Students Office has formalized a process for student absences that meets requirements set forth by SFA and supports students who may have missed classes for specified reasons. The four general reasons for a student to submit a faculty notification request are: Death of a family member*, Admission to a hospital, Personal emergency (car accident, drastic life event such as a fire)*, Administrative and other (jury duty, court subpoena, etc.) *Other situations may be considered at the discretion of the dean of students. In addition to submitting the online request, appropriate supporting documentation must also be submitted by the student no later than 10 days after the circumstance in question. For more information about the process, visit the follow website for Student Outreach and Support. This process is effective Aug. 1, 2023. https://www.sfasu.edu/thehub/sos/notification-request

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

XV. ACADEMIC INTEGRITY (SFA Policy 4.1)

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

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

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

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

Please note the expectations that are specific to the School of Social Work.

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

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

XVI. WITHHELD GRADES 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 and are interested in seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

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

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

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

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

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

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

Crisis Resources:

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


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


