STEPHEN F. AUSTIN STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK  
BSW PROGRAM  

Class Meeting Time: Thursday 4:00 pm-6:30 pm  
Class Location: School of Social Work, Room # 202

SWK 3333.401 Spring 2024  
Generalist Social Work with Small Groups  
Mohammad Mostafizur Khan  
Office: School of Social Work, Room # 116  
Phone: 936-468-2728  
Email: mohammad.khan@sfasu.edu

Office Hours: Monday & Wednesday 10:00 am-1:00 pm, Tuesday & Thursday 08:30 am-09:30 am, & 11:00 am-12:00 pm, and by appointment.

COURSE SYLLABUS

I. COURSE DESCRIPTION

Introduction to group formation, development, maintenance, and change/dissolution.

Consent: Permission of program director. Prerequisite Course(s): SOCI 1301 and SOCW 2325

II. COURSE OVERVIEW

The primary purpose of this course is to introduce students to a knowledge base of the theoretical concepts and processes involved in group work from the Generalist perspective. Students are introduced to group formation, development, maintenance, and change/dissolution. This course provides students with insight into the development of appropriate interventions in fulfilling the Generalist function with groups, and the professional self as related to knowledge, values, and ethics.

Specific attention will be given to the historical evolution of groups in social work, the interrelatedness of groups throughout life, and the relevance of social group work theory to diverse and oppressed populations. Students are also expected to continue to explore their knowledge of human behavior from course materials in SOCW 2325 and SOCW 3325.

III. COURSE CONTACT HOURS AND STUDY HOURS

This course discusses innovative ideas in direct group work practice, new theoretical models, and social work programmatic and practice approaches that explore the unique qualities of group work in meeting the needs of oppressed and vulnerable populations (CSWE).

This is a 3-credit hour face-to-face course in the fall term. Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount
of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week.

IV. TEXT AND MATERIALS

Required Text:

Recommended Text:

V. CURRICULUM DESCRIPTION

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

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

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

VI. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior  
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice  
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice  
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, 2022) from the Council on Social Work Education.

IV. OBJECTIVES/STUDENT LEARNING OUTCOMES (SLO)

Upon completion of this course in the context of groups, students will be able to:  
1. Understand the fundamental knowledge of social work history and group theory (competency 6, 7, 8).  
2. Make ethical decisions by applying 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).  
3. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (competency 1).  
4. Use supervision and consultation to guide professional judgment and behavior (competency 1).  
5. 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 1, 2, 3).  
6. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (competency 6, 7, 8).  
7. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (competency 6, 8).  
8. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (competency 6).  
9. Develop mutually agreed-on intervention goals and objectives based on the critical
assessment of strengths, needs, and challenges within clients and constituencies (competency 7).
10. Facilitate effective transitions and endings that advance mutually agreed-on goals (competency 8).
11. Select and use appropriate methods for evaluation of outcomes (competency 9).

VIII. INSTRUCTIONAL METHODS

The primary instructional model for this course is **face to face** collaborative learning. Students will be assigned group membership in the beginning of the semester and will be given assignments specific to group process. Group exercises, group meetings, video, role-play, and class discussion will be utilized to enhance student learning.

**Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Most importantly, students are expected to be active learners and to ask for clarification when they have questions.** You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity. **Students should make every attempt to attend all classes and assume responsibility for their own learning.**

IX. COMPUTER REQUIREMENTS

This course will utilize Brightspace/D2L to support the delivery of course content (for help with Brightspace/D2L go to [https://www.sfactl.com/student-support](https://www.sfactl.com/student-support)). You will need basic skills regarding the use of a word processor and web browser. Computers are available to you through several labs across campus (see [www.sfasu.edu](http://www.sfasu.edu) or the instructor for details).

Make note that many assignments, activities, and/or quizzes and exams will be given through D2L. Course content, including PowerPoints, lecture notes, and additional readings, will be uploaded to D2L. Written assignments will be expected to be uploaded into D2L Dropbox, and feedback on the assignment will be given through the Dropbox. All grades will be posted in the D2L gradebook.

X. COURSE CALENDAR

Please be advised that the reading schedule and class lectures may vary as some topics take longer to cover than others. Your attendance is important considering there may be changes to the schedule. Lectures may be supplemented periodically with videos or guest speakers to help students understand a more holistic perspective of social work with small groups.

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<thead>
<tr>
<th>Week</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
<th>Exams/ Assignments</th>
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<tr>
<td>Week 1</td>
<td>Introduction- Course Overview and Desire2Learn-D2L CSWE EPAS-2022 and Generalist Practice</td>
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<td>January 18</td>
<td>-Identifying Areas and Populations of Interest</td>
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<td>Course Survey</td>
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<td><strong>Book review:</strong> Social work with groups. A Guide to Evidence-based group work.</td>
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<td><strong>Social Group Work and Social Work Practice</strong></td>
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<td>-Social Group Work as Component of Social Work Practice</td>
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<td><strong>Readings:</strong> Zastrow &amp; Hessenauer (2019) Chapter 2</td>
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<td><strong>Resources/ articles/ guidelines:</strong> Please follow D2L</td>
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<td>Week 2</td>
<td><strong>Groups: Types and Stages of Development</strong></td>
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<td><strong>Readings:</strong> Zastrow textbook Chapter 1</td>
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<td><strong>Introduction to Evidence-Based Group Work</strong></td>
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<td>Defining evidence-based group work</td>
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<td><strong>Readings:</strong> Macgowan (2008) Chapter 1(Introduction to Evidence-Based Group Work)</td>
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<td><strong>Resources/ articles/ guidelines:</strong> Please follow D2L</td>
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<td>Week 3</td>
<td><strong>Groups: Types and Stages of Development (Cont.)</strong></td>
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<td>January 01</td>
<td>Common Types of Treatment Groups.</td>
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<td>Initial Development of Groups.</td>
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<td>Stages of groups.</td>
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<td>Models of Group Development.</td>
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<td>Group Cohesion. Membership and Reference Groups.</td>
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<td><strong>Readings:</strong> Zastrow &amp; Hessenauer (2019) Chapter 1</td>
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<td>Week 4</td>
<td><strong>Group Dynamics: Leadership</strong></td>
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<td>February 08</td>
<td>Approaches to Leadership.</td>
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<td>Leadership Roles.</td>
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<td>Power and Influence in Groups.</td>
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<td>Power Bases in Groups.</td>
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<td>Effects of Unequal Power</td>
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<td>Co-leadership of a Group</td>
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<td>Guidelines for Forming and Leading a Group</td>
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<td>Standards for Social Work Practice with Groups</td>
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<td>Strength-based Leadership.</td>
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<td><strong>Week 5</strong></td>
<td><strong>Group Dynamics: Goals and Norms</strong></td>
<td><strong>Exam 1</strong></td>
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<td>February 15</td>
<td><strong>Readings:</strong> Zastrow &amp; Hessenauer (2019) Chapter 3</td>
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<td><strong>Resources/ articles/ guidelines:</strong> Please follow D2L</td>
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<td>Setting Personal and Group Goals</td>
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<td>Hidden Agendas</td>
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<td>Establishing Group Goals</td>
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<td>Competition versus Cooperation</td>
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<td>The Nominal Group Approach</td>
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<td>Group Norms</td>
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<td>Conformity</td>
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<td>Types of Disruptive Behavior. Handling Disruptive Behavior.</td>
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<td>Reducing Likelihood of Disruptive Behavior.</td>
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<td><strong>Week 6</strong></td>
<td><strong>Stages of Evidence-based Group Work</strong></td>
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<td>February 22</td>
<td><strong>Readings:</strong> Zastrow &amp; Hessenauer (2019) Chapter 4</td>
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<td>Stages of Evidence-based Group Work</td>
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<td><strong>Readings:</strong> Macgowan (2008) Chapter 2 (Formulate an Answerable Practice Question)</td>
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<td><strong>Week 7</strong></td>
<td><strong>Task Groups.</strong></td>
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<td>- Problem Solving Approach. Barriers to Effective Problem Solving.</td>
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<td>- Techniques for Resolving Conflicts.</td>
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<td>- Intergroup Conflict</td>
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<td>- Decision Making.</td>
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<td>- Approaches to Decision Making.</td>
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<td>- Group Versus Individual Decision Making.</td>
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<td><strong>Readings:</strong> Zastrow &amp; Hessenauer (2019) Chapter 6</td>
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| Week 8 March 07 | **Working with Diverse Groups:**  
Stereotyping and Multiculturalism  
Working with LGBTIQQ population in Groups  
Posture of Reciprocity  
Intervention Techniques (Which intervention techniques work?)  
Ethnic Sensitive Practice  
Culturally Competent Practice  
Cultural Humility  
The RAP Framework for Leading Multiracial Groups  
Feminist Intervention  
Group Development Stages in Women’s Groups  
**Mock Group Practice**  
**Readings:** Zastrow & Hessenauer (2019) Chapter 7  
**Resources/ articles/ guidelines:** Please follow D2L |  |
| Week 9 | **Spring Break (March 09-16)** |  |
| Week 10 March 21 | **Working with Diverse Groups (Cont.)**  
Mock Group Practice  
**Student Group Work Meeting-October 26**  
**Resources/ articles/ guidelines:** Please follow D2L |  |
| Week 11 March 28 | **Treatment Groups**  
Starting, Leading, an Ending Treatment Groups  
Building Rapport  
Exploring Problems in Depth  
Exploring Alternative Solutions  
Stages of Group Development.  
Ending a Group.  
Selecting Intervention Strategies: Evidence-based Practice.  
**Readings:** Zastrow & Hessenauer (2019) Chapter 12  
**Resources/ articles/ guidelines:** Please follow D2L | **Exam 2** |
<p>| Week 12 | <strong>Treatment Groups (Cont.)</strong> | <strong>Structured Paper</strong> |</p>
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<th>Week</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
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<tr>
<td>April 04</td>
<td><strong>Stages of Evidence-based Group Work</strong></td>
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<td><strong>Readings:</strong> Macgowan text Chapters 4 (Undertake a Critical Review of the Evidence: Evaluates Its Rigor, Impact, and Applicability)**</td>
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<td><strong>Resources/article/guidelines:</strong> Please follow D2L</td>
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<td>Week 13</td>
<td><strong>Treatment Groups with Diverse and Vulnerable Populations</strong></td>
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<td>April 11</td>
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<td>Group Work with Adolescents</td>
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<td>Group Work with People who have an Eating Disorder</td>
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<td>Group Work with Individuals Affected by Domestic Violence</td>
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<td>Group Work with People who are Grieving.</td>
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<td>Westberg Model. Grief Management in Groups.</td>
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<td><strong>Readings:</strong> Zastrow &amp; Hessenauer (2019) Chapter 13</td>
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<td><strong>Resources/article/guidelines:</strong> Please follow D2L</td>
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<td>Week 14</td>
<td><strong>Treatment Groups with Diverse and Vulnerable Populations (Cont.)</strong></td>
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<td>April 18</td>
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<td><strong>Mock Group Practice</strong></td>
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<td>April 25</td>
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<td><strong>Mock Group Practice</strong></td>
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<td>Week 16</td>
<td><strong>Exam Review</strong></td>
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<td>May 02</td>
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<td><strong>Mock Group Practice</strong></td>
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<td>Week 17</td>
<td><strong>Final Exam</strong></td>
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<td>May 06-10</td>
<td><strong>Final Exam Thursday, May 9, 2024 4:00-6:30 p.m. (subject to change)</strong></td>
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<td><strong>Final Exam</strong></td>
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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 or not they have attended class.

B. Readings: Each week contains required readings from the text. It also requires the student to read articles posted on D2L. They can also be found in the journals referenced. You can use the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

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

The student will take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at http://www.sfasu.edu/73.asp ). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. Assignments: The student is responsible for completing assignments in Accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments must be typewritten (by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (7th ed.). Failure to meet these guidelines will result in loss of points.

*** Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

XII. GRADING

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<tr>
<th>A. Exams</th>
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<tr>
<td>B. Assignments</td>
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<tr>
<td>• Assignment A_ Mock Group Facilitation</td>
<td>30+20 =50</td>
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<td>• Assignment B_ Group Project Design</td>
<td>70 + 30 = 100</td>
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<td>• Assignment C_ Structured Reflection Paper and Presentation</td>
<td>50+25 =75</td>
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<td>C. Class attendance, activities, participation</td>
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XIII. GRADING SCALE

A = 518 – 575,
B = 460 – 517,
C = 403 – 459,
D = 345 – 402,
F = 0 – 345

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.

Absences. At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

XV. ACADEMIC INTEGRITY (SFASU POLICY 4.1)

The 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.

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/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741
ASSIGNMENTS (DETAILS IN D2L)

ASSIGNMENT A: MOCK GROUP FACILITATION

You will plan and lead a mock group facilitation/ focus group discussion on assigned topic. (I will be distributing the topics). For example, mental health/ depression/ anxiety/ ADHD/ PTSD/ Stress/ GCSW/ SDGs. You will;

1. Review literature related to your topic.
2. Prepare a questionnaire/ guideline based on the topic.
3. Take notes of the group discussion and submit via D2L.

Also, please follow D2L for more information.

ASSIGNMENT B: INTERVENTION WITH GROUPS

Students in groups of two will design a program/ project for a small group. This paper consists of an analysis of social work intervention with group as related to a specific social problem. You will choose a social problem (illness, life occurrence, violence, poverty, loss, stress, aging, personal conflict, or social justice) as you are also reviewing in your HBSE courses. Upon choosing this problem, you are to decide how the following might be best accomplished:

- You are to design a group appropriate for generalist social work (Task, Activity, Social Action, Direct Practice, Self-Help, or Socio-educational) in recognition of this social problem and the problems associated with it. Document your selection process.
- Research and define your Social Problem by developing a summary of library materials and journal articles related to the subject. Be prepared to present a well-developed overview (review of the literature) of your findings.

Logistics of proposed intervention group regarding:
What client group will be involved or who may utilize this group?
Identify the type of agency that would use or implement this type of group.
What are your Funding sources?
Where will it be held?
Who will facilitate?
What ethical dilemmas might you encounter?

How will the following behaviors occur in your proposed intervention group?
Recruitment, Goal setting and clarification, Mutual Aid, Innovation, Evaluation

- Discussion of issues related to gender, sexual orientation, class, race, or multicultural issues and how these affected development and dynamics of the group
- Description of dynamics of work group (e.g. group structure, climate, cohesion, communication, leadership functions and leadership style)
- Discussion of work group re: stages of development.
- Create a well-developed presentation of overview of findings.

Also, please follow D2L for more information.

ASSIGNMENT C: STRUCTURED REFLECTION PAPER.

This is an individual paper. You will select an organization (e.g. Grameen America or a Project based in Texas or an organization that works with groups) and respond to the following questions:
- Name, history, mission, vision, Partners, objectives of the organization/ project.
- Beneficiaries of the organization/ project (Population mostly benefited).
- Methods/ approaches/ models (the organization uses) related to social group work.
- Programs/ services for the beneficiaries.
- Programs related to Grand Challenges for Social Work (Which grand challenges for social work is closely related to the programs.
- Impact of the project/ program/ organization.
- Limitations
- Recommendations for expanding or improving services.

Structured Reflection Paper should be approximately 10-15 pages.

Also, please follow D2L for more information.
BIBLIOGRAPHY


