COURSE SYLLABUS

I. COURSE DESCRIPTION

4680 - Social Work Practicum II  Credit(s): 6

Direct provision of professional services in individual field placements involving participation and supervision in community social service agencies. Emphasis on generalist social work practice. Supervision provided by professional social workers. Course requires 16 hours of supervised field experience per week and practicum seminar attendance.

Consent: Permission of program director

Corequisite Courses: SOCW 4290, 4670

Prerequisite Courses:

SOCW 3350, SOCW 4315, SOCW 4350 and in compliance with the following:

Social Work Major having completed all general education requirements

Senior-Level and in good standing in the BSW Program

II. COURSE OVERVIEW

Students are engaged in supervised social work practice with individuals, families, and groups in a social service agency. Students employ a problem-solving approach to prepare them for Generalist Social Work practice and are under the direct supervision of a professional agency social worker for 235 hours during the semester.
III. COURSE CONTACT HOURS AND STUDY HOURS

This course section has an assigned location and meeting time. Students are engaged in community field placements and attend 4290 on Mondays. SOCW 4670 and SOCW 4680 involve faculty field liaison evaluations and this set of senior courses gives the student full-time enrollment that is concurrent with a comprehensive field placement and meets the BSW degree plan requirements. Course credit is determined per CSWE Educational Policy and Accreditation Standards EPAS.

Through on-site supervision by an agency field instructor, students engage in educationally directed practice activities in a social service agency via a 235-block placement taken concurrently with (SOCW 4670 and SOCW 4290.) The agency field instructor provides structured educational supervision to the student for at least one hour per week. Students are also required to apply classroom theory and concepts with professional social work practice, thus practice activities, related seminar discussion and written assignments are designed to aid the student in this process. Students can expect their respective faculty liaison to visit their agency at least three times during the semester. Additional liaison visits may occur should problems/needs arise. The assigned faculty liaison is also a resource to the agency social worker and is utilized to assist in the identification and development of appropriate educational learning experiences for the student in agency setting.

IV. TEXT AND MATERIALS


- Senior Field Practicum Manual. Revised 2017

V. CURRICULUM DESCRIPTION

The BSW program at SFA features the following generalist practice definition and it is important to note here 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 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. STUDENT LEARNING OUTCOMES / CSWE BEHAVIORS / OBJECTIVES

This course will help you establish your identities as generalist social work practitioners and leaders. All CSWE core competencies and component behaviors will be the framework for your Learning Plan and evaluations this semester. Please note that CSWE adopted new EPAS in 2022.

In a seminar setting, students will:

1. Student will 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)

2. Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (Competency 1)
3. Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (Competency 1).

4. Student will use technology ethically and appropriately to facilitate practice outcomes. (Competency 1)

5. Student will use supervision and consultation to guide professional judgment and behavior. (Competency 1)

6. Student will 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)

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

8. Student will 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. Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (Competency 3).

10. Student will engage in practices that advance social, economic, and environmental justice. (Competency 3).

11. Student will use practice experience and theory to inform scientific inquiry and research. (Competency 4).

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

13. Student will use and translate research evidence to inform and improve practice, policy, and service delivery. (Competency 4).
14. Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (Competency 5).

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

16. Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (Competency 5)

17. Student will 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)

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

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

20. Student will apply knowledge 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 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (Competency 7)

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

23. Student will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (Competency 8)

24. Student will apply 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 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (Competency 8)
26. Student will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (Competency 8)

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

28. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice select and use appropriate methods for evaluation of outcomes. (Competency 9)

29. Student will apply 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 critically 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 apply evaluation findings to improve effectiveness at the micro, mezzo and micro levels. (Competency 9)

VIII. INSTRUCTIONAL METHODS

Through on-site supervision by an agency field instructor, students engage in educationally directed practice activities in a social service agency via a 235-block placement taken concurrently with SOCW 4670 and SOCW 4290. The agency field instructor provides structured educational supervision to the student for at least one hour per week. Students are also required to apply classroom theory and concepts with professional social work practice, thus practice activities, related seminar discussion and written assignments are designed to aid the student in this process. Students can expect their respective faculty liaison to visit their agency at least three times during the semester. Additional liaison visits may occur should problems/needs arise. The assigned faculty liaison is also a resource to the agency social worker and is utilized to assist in the identification and development of appropriate educational learning experiences for the student in agency setting.

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. OFFICE 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, go to https://www.sfasu.edu/d2lsupport

X. COURSE CALENDAR

Week 1  Review of syllabus, class assignments, evaluation and grading procedures
School, agency, and student expectations; adult learning theory
Role transition of student to advanced professional social worker
Review of Generalist Practice
CSWE Standards/Competences and Behaviors
Professional Use of Self/Supervision
Licensure Exam
Concepts of professional growth and development:
Self-awareness: Assessing practice strengths/weaknesses; learning styles
Planning for professional growth and development
Affiliation with professional social work organizations
Developing the Learning Plan
Supervisory roles, functions, and responsibilities
Administrative, educational, and supportive supervision
Using supervision effectively
Challenges of supervision in agency

Week 2  Key Elements and Challenges of Social Work Practice
Group process of essential elements of practice and challenges encountered in practice
Review of Key Elements of Practice in the agency
Establishing the Helping Relationship
Communication Techniques
Interviewing Skills
The importance of differential assessment
Identifying and implementing specialized treatment interventions
The role of theory in practice
Challenges of Practice
Beginning anxiety
Balancing family life and graduate study/field
Keeping personal and work issues separate
Caretaking and rescuing
Dealing with resistive, hostile, or difficult clients
Understanding the agency culture and “fitting in”
The effect of helping roles on personal life and family
Managing effective working relationships with colleagues, administrators, and agency staff
Effective communication and approaches to managing conflict
Week 3  
*Group process of students’ challenges, issues, and successes in the agency*  
*Group process of assigned topics, concepts, and issues relative to field:*

**Generalist Practice with Individuals**  
**The Agency System: Individuals**  
**Knowledge**  
The impact of other systems on Individuals in the agency  
Various Theoretical Orientations within a Micro Focus  
Social problems and issues related to individuals in society  
Theories of Human Behavior of Individuals  
**Values**  
Ethical and Professional Behavior in working with Individuals  
Ethical Decision-Making Strategies

Week 4  
*Group process of students’ challenges, issues, and successes in the agency*  
*Group process of assigned topics, concepts, and issues relative to field:*

**Skills-Individuals**  
Engaging, Assessing, Interventions and Evaluation of Individuals in the Agency Setting  
Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting  
Advancement of Human and Social, Economic and Environmental Justice Practice-Informed Research and Research-Informed Practice  
Policy in Practicing with Individuals in the agency setting  
**Cognitive and Affective Processes Check (Individuals)**  
Understanding and Application  
Agency Examples and Case Studies

Week 5  
*Group process of students’ challenges, issues, and successes in the agency*  
*Group process of assigned topics, concepts, and issues relative to field:*

**Generalist Practice with Families**  
**The Agency System: Families**  
**Knowledge**  
The impact of other systems on Families in the agency  
Various Theoretical Orientations within a Mezzo Focus  
Impact of changing family life cycle on families  
Assessing the level of family functioning  
**Values**  
Ethical and Professional Behavior in working with Families  
Models of Ethical Decision-Making Strategies

Week 6  
*Group process of students’ challenges, issues, and successes in the agency*  
*Group process of assigned topics, concepts, and issues relative to field:*

**Skills-Families**  
Engaging, Assessing, Interventions and Evaluation of Families in the Agency Setting  
Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting  
Advancement of Human and Social, Economic and Environmental Justice Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Families in the agency setting
Cognitive and Affective Processes Check (Families)
Understanding and Application
Agency Examples and Case Studies

**Week 7**
*Group process of students’ challenges, issues, and successes in the agency*
*Group process of assigned topics, concepts, and issues relative to field:*

**Generalist Practice with Groups**
**The Agency System: Groups**
**Knowledge**
The impact of other systems on Groups in the agency
Various Theoretical Orientations within a Mezzo Focus
Concepts relative to tasks groups

**Values**
Ethical and Professional Behavior in working with Groups
Models of Ethical Decision-Making Strategies

**Week 8**
*Group process of students’ challenges, issues, and successes in the agency*
*Group process of assigned topics, concepts, and issues relative to field:*

**Skills-Groups**
Engaging, Assessing, Interventions and Evaluation of Groups in the Agency Setting
Identifying and managing practice issues related to Diversity and Difference in Practice with groups in the agency setting
Advancement of Human and Social, Economic and Environmental Justice
Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Groups in the agency setting

**Cognitive and Affective Processes Check (Groups)**
Understanding and Application
Agency Examples and Case Studies

**Week 9**
*Group process of students’ challenges, issues, and successes in the agency*
*Group process of assigned topics, concepts, and issues relative to field:*

**Generalist Practice with Organizations**
**The Agency System: Organizations**
**Knowledge**
The impact of other systems on Organizations in the agency
Various Theoretical Orientations within a Macro Focus
Handling consumer complaints/abuse/rights issues
Organizational change and politics

**Values**
Ethical and Professional Behavior in working with Organizations
Models of Ethical Decision-Making Strategies

**Week 10**
*Group process of students’ challenges, issues, and successes in the agency*
*Group process of assigned topics, concepts, and issues relative to field:*

**Skills-Organizations**
Engaging, Assessing, Interventions and Evaluation of Organizations in the Agency Setting
Identifying and managing practice issues related to Diversity and Difference in
Practice with organizations in the agency setting
Advancement of Human and Social, Economic and Environmental Justice
Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Organizations in the agency setting
Cognitive and Affective Processes Check (Organizations)
Understanding and Application
Agency Examples and Case Studies

Week 11
*Group process of students’ challenges, issues, and successes in the agency*
*Group process of assigned topics, concepts, and issues relative to field:*
**Generalist Practice with Communities**
**The Agency System: Communities**
**Knowledge**
The impact of other systems on Communities in the agency
Various Theoretical Orientations within a Macro Focus
Concepts relative to practice in communities
Strategic planning/identification of risk factors in communities
Use of technology and consultation in working in with communities
Locality development, social planning, social action, policy and advocacy
**Values**
Ethical and Professional Behavior in working with Communities
Models of Ethical Decision-Making Strategies

Week 12
*Group process of students’ challenges, issues, and successes in the agency*
*Group process of assigned topics, concepts, and issues relative to field:*
**Skills-Communities**
Engaging, Assessing, Interventions and Evaluation of Communities in the Agency Setting
Identifying and managing practice issues related to Diversity and Difference in Practice with communities in the agency setting
Advancement of Human and Social, Economic and Environmental Justice
Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Communities in the agency setting
Cognitive and Affective Processes Check (Communities)
Understanding and Application
Agency Examples and Case Studies

Week 13
*Collaboration with professionals from other disciplines*
**Inter-professional Teams**
Representing the agency and the social work profession
Surviving as a Social Work Professional
Preventing burnout: Maintenance of Cognitive and Affective Processes

Week 14
**Competency Exam/ Program Evaluations**

Week 15
Individual Presentations Assignment Demonstration of Generalist Practice

Week 16
Individual Presentations Assignment Demonstration of Generalist Practice
XI. COURSE REQUIREMENTS

Students are required to complete a 235-hour block placement in an approved social service agency/program during their final semester of the BSW program. Students are required to adhere to agency policies while in the agency setting and are bound to University requirements. Practice activities take place in the agency setting under the direction and supervision of the Agency Social Worker. Students and Agency Field Instructors attend a mandatory orientation prior to the agency placement. Students are expected to intervene with individuals, families and groups singularly and/or with other agency professionals. Agency Field Instructors provide at least one hour of structured supervision and consultation weekly.

In conjunction with agency practice, students attend a two-hour weekly seminar, which provides opportunities to examine, discuss, and analyze field practice experiences in relation to concepts and theories previously learned in the classroom. Specific written and oral assignments are incorporated in the student learning process to facilitate the integration of academic content with practice experiences.

All assignment descriptions and evaluation forms are found in the SENIOR FIELD MANUAL.

Required seminar assignments include the following:

- **Field Assignments**
  - Social Policy Assignment, Research Assignment, Human Behavior Assignment, Generalist Practice Paper, Case Presentation, Vocabulary Test, Seminar Attendance/Participation

- **Field Instruction Evaluations**
  - First Evaluation; Second Evaluation; Third Evaluation

XII. GRADING POLICY

All field instruction and integrative seminar courses utilize the same grading format. The field instructor provides structured educational supervision to the student for at least one hour per week. Students can expect their respective faculty field liaison to visit their agency at least three times during the semester. Additional liaison visits may occur should problems/needs arise. The assigned faculty field liaison monitors the student’s progress, as well as evaluates the student’s performance in field. Student field performance is evaluated at the initial, midterm, and final liaison visit. Midterm and final evaluation are based upon the faculty liaison's evaluation of performance criteria specified in the Student Field Performance Evaluation, Individual Learning Plan, as well as written assignments and class participation in seminar.

The field instructor and student provide feedback to the faculty field liaison to aid in the evaluation process through completion of the Student Field Performance Evaluation. Students’
performance in field and seminar assignments/participation comprise a final grade. The Director of Field Education assigns the final grade. The same letter grade based on accumulated points will be assigned to SOCW 4670, 4680, 4290.

COMPLETION OF ALL FIELD HOURS IS REQUIRED FOR THIS COURSE. FAILURE TO COMPLETE ALL FIELD HOURS IN CURRENT SEMESTER WILL REQUIRE REPEAT OF COURSE.

XIII. GRADING SCALE

Grades from the 4290 seminar assignments will be combined with Field Instruction evaluation grades and class attendance points to produce a common grade for SOCW 4670, 4680, 4290. Class grades will be determined in the following way.

Field Assignments

- Social Policy Assignment: 100 points
- Research Assignment: 100 points
- Human Behavior Assignment: 50 points
- Generalist Practice Paper: 150 points
- Case Presentation: 50 points
- Vocabulary Test: 50 points
- Seminar Attendance/Participation: 150 points

Field Instruction Evaluations

- First Evaluation: 100 points
- Second Evaluation: 200 points
- Third Evaluation: 300 points

GRADING SCALE

A=1250-1100
B=1099-975
C= 974-850
D= 849-738
F= 737 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.

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/ethehub/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)

A grade of WH is not given in field. Students will repeat course if not completed successfully.

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

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


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


