COURSE SYLLABUS

I. COURSE DESCRIPTION
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 Prerequisite Course (s): SOCW 3350, SOCW 4315, SOCW 4350

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 class is a 3-hour online course which implies 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. A weekend study hall is scheduled each Saturday to address any concerns or needed clarifications in assimilation of course information.

IV. TEXT AND MATERIALS

REQUIRED TEXT:

Senior Field Practicum Manual. Revised 2017


V. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist 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

**Advanced generalist practice** builds on the Generalist Practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

**Rural context** refers to social work practice with people influenced by rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural
populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

VI. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

VII. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

1. Analyze the profession’s history and current structures of social welfare policy and services with communities and organizations (Competency 1, 5).
2. Demonstrate that policy affects service delivery and begin to collaborate with colleagues and clients for effective policy action (Competency 5, 8).
3. Actively engage in policy practice within individual, families, groups, communities and organizations (Competency 5, 8).
4. Apply the role of policy in delivering services to systems of various sizes (Competency 5).
5. Use the National Association of Social Workers Code of Ethics and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work in making ethical decisions (Competency 1).
6. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services in generalist practice (Competency 5, 7, 8).
7. Identify ways to advocate for human rights and social and economic justice in policy practice (Competency 3, 5).

8. To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in delivery services (Competency 2).

9. Use technology ethically and appropriately to facilitate practice outcomes (competency 1).

10. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (competency 2, 3).

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

12. Use and translate research evidence to inform and improve practice, policy, and service delivery (competency 4, 5).

13. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (competency 5).

14. Assess how social welfare and economic policies impact the delivery of and access to social services (competency 5)

15. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (competency 5)

16. Select and use appropriate methods for evaluation of outcomes (competency 9)

17. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)

Additional Learning Outcomes:

In a seminar setting, students will:

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)

**Becoming a Scholarly Practitioner:**

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.
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 250-block placement taken concurrently with (SWK 480 and SWK 490.) 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

This course will utilize Desire2Learn (D2L) to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (see http://sfaonline.sfasu.edu/gettingstarted.html for details or the Center for Teaching and Learning (CTL). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

X. COURSE CALENDAR

Week 1    Aug 28th
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 Individual Learning Plan
Supervisory roles, functions, and responsibilities
Administrative, educational, and supportive supervision
Using supervision effectively
Challenges of supervision in agency

**Week 2**
Sept 4th

**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**
Sept 11th

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**
Sept 18th

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**
Sept 25th

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**
Oct 2nd

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

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**Week 7**
Oct 9th
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

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**Week 8**
Oct 16th
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
Oct 23rd
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
Oct 30th
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

Skills-O rganizations
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
Nov 6th
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**
Nov 13th
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**
Nov 20th
THANKSGIVING
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
XI. COURSE REQUIREMENTS

1. 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. Required seminar assignments include the following:

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.

Grades from the Seminar assignments will be combined with Field Instruction evaluation grades and class attendance points to produce a common grade for SWK 470, SWK 480, and SWK 490. Class grades will be determined in the following way.

**Field Assignments**

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Social Policy Assignment</td>
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<td>Research Assignment</td>
<td>100</td>
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<tr>
<td>Human Behavior Assignment</td>
<td>50</td>
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<tr>
<td>Generalist Practice Paper</td>
<td>150</td>
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<tr>
<td>Case Presentation</td>
<td>50</td>
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<td>Vocabulary Test</td>
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**Seminar Attendance/Participation**

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**Field Instruction Evaluations**

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<tr>
<td>Second Evaluation</td>
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<td>Third Evaluation</td>
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**MAXIMUM POINTS**

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XIII. Grading Scale:

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

The same letter grade based on accumulated points will be assigned to SWK 470, SWK 480 and SWK 490.

Completion of all field hours is required for this class. Failure to complete all field hours in current semester will require repeat of course.

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

XIV. Attendance Policy

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

VIII. ACADEMIC INTEGRITY (SFASU 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 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.

**Note: The following is specific to School of Social Work.**

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

http://www.sfasu.edu/policies/academic_integrity.asp

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to

(1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were
your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

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

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.
Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

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 course work 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 for the purpose of computing the grade point average.

Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/course-grades.pdf

Acceptable Student Behavior

The BSW Student Handbook and Academic and BSW Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

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/.
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

**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/


