I. CATALOGUE DESCRIPTION

Aging and Mental Health prepares front line social workers to address mental health needs of older adults and their family members. The course examines common mental health conditions, assessment, planning, evidence-based individual, family and group interventions, resources, cultural competence, ethical issues, and contexts for practice.

II. COURSE OVERVIEW

The rapid growth in the aged population expected during the next 30 - 50 years will require a significant increase in the number of social workers trained to work with older adults. While all social workers should possess basic knowledge regarding the biological, psychological and social aspects of later life, effective gerontological social workers must also understand the unique challenges facing this diverse population, the mental health issues confronting them, and effective interventions to address their needs. They will need to enhance their interpersonal, counseling, and advocacy skills for assisting older adults, and their support systems. They must possess the ability to assess and intervene at multiple levels with attention to the socio-cultural-context, social justice and human rights. In addition, they must role model respect and compassion for older persons and guard against a paternalistic approach.

SW 821 is a 2-credit concentration elective in the Mental Health focus area in the Full-Time and Part-Time Programs, and the Health, Aging and Disability focus area in the Full-Time Program. It is assumed that students enter this course with basic knowledge regarding the physiological, psychological and social aspects of the later years of life. This course will focus on social work practice as it relates to mental health in later life. Various roles of the social worker are examined with particular attention given to the development of skills and techniques of one-to-one, family and group interventions in a variety of settings. The continuum of services and resources available to older adults, and the roles and functions of the mental health social worker in these settings are examined. The unique needs and experiences of diverse populations with attention to age, gender, cultural variation and sexual orientation will be integrated throughout the course with attention to mental health care disparities, social justice and human rights. Students will be encouraged to think critically about an array of situations, ethical issues and cases frequently seen by social workers in practice.
### III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) that Measure Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2: Apply social work ethical principles to guide professional practice.</td>
<td>Evaluate ethical dilemmas related to problems and issues in mental health and aging.</td>
<td>In-Class Assignments, Compare Treatment Approaches</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments.</td>
<td>*Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to mental health and aging. * Identify and evaluate models of assessment, prevention, intervention and evaluation that are relevant to the treatment of mental health and aging.</td>
<td>In-Class Activities, Compare Treatment Approaches; Applied Intervention, Brief and Major Research Papers; Interview with Older Adult, Book Review, Interactive Workshop</td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice.</td>
<td>*Demonstrate an understanding of how culture and values affect diverse conceptualization and constructions of social problems and solutions in the concentration.</td>
<td>In-Class Activities, Brief and Major Research Paper, Book Review, Interactive Workshop</td>
</tr>
<tr>
<td>2.1.6: Engage in research informed practice.</td>
<td>*Demonstrate ability to evaluate practice in mental health and aging *Critically evaluate and utilize theoretical and empirical research relevant to understanding mental health and aging.</td>
<td>In-Class Activities, Compare Treatment Approaches, Applied Intervention, Group Process Analysis</td>
</tr>
<tr>
<td>2.1.7: Apply knowledge of human behavior and the social environment.</td>
<td>*Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to addressing mental health and aging.</td>
<td>In-Class Activities, Compare Treatment Approaches; Applied Intervention, Brief and Major Research Papers; Interview with Older Adult, Interactive Workshop</td>
</tr>
<tr>
<td>2.1.10.a Assess individuals, families, groups, organizations and communities</td>
<td>*Assess individuals, families, groups, organizations and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to mental health and aging.</td>
<td>Applied Intervention, Compare Treatment Approaches, Group Process Analysis, Interview Older Adult</td>
</tr>
<tr>
<td>2.1.10.b Intervene with individuals, families, groups, organizations and communities.</td>
<td>*Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations and communities) to achieve the desired practice outcomes related to mental health and aging.</td>
<td>Applied Intervention, Compare Treatment Approaches, Group Process Analysis, Interview Older Adult, Interactive Workshop</td>
</tr>
</tbody>
</table>
IV. Course Content

** Required Reading (Texts or Reader found at Learn at UW)
* Recommended Reading

Week 1: Thursday, January 21

Welcome and Introductions
Syllabus and Assignment Review
Overview of the Course

INTRODUCTION TO GERONTOLOGICAL SOCIAL WORK AND FACTS OF AGING
Demographic trends: Implications for Social Work
Diversity within the older population
Myths, Stereotypes, and Facts of Aging
Common changes associated with aging and implications for communication
Future self activity (Posted at Learn at UW: due week 2)

- Chapter 2: Normal Processes of Aging (Skim)


- Chapter 2: Biological Changes
- Chapter 3: Psychological Adjustment

Week 2: Thursday, January 28

CONTEXT OF PRACTICE AND FOUNDATIONS OF ASSESSMENT
The aging network: Programs and services
Interviewing skills for assessment of older adults
Assessment topics and tools: Cultural considerations

NOTE: Future Self Activity due today

- Chapter 1: The Context of Social Work Practice
- Chapter 4: Conducting a biopsychosocial assessment

- Chapter 6: The clinical interview


**Week 3: Thursday February 4**

**ETHICAL ISSUES IN SOCIAL WORK PRACTICE WITH ELDERS AND THEIR FAMILIES**

Value Dilemmas faced by older adults, family members, and professionals
Ethical issues associated with elder abuse and neglect
Capacity & Risk Assessment
Ethical issues at the end of life

NOTE: Learning Contracts due today

  • Chapter 15: Ethical issues in geriatric psychology

  • Chapter 9: Social Work Practice in Identifying and Preventing Abuse and Neglect of Older Adults
  • Chapter 11 section on “Ethical Considerations in End-of-Life Care” pp. 309-310


**Week 4: Thursday February 11**

**DEMENTIA: DIFFERENTIAL DIAGNOSIS, ASSESSMENT & INTERVENTION**

Overview of Common Causes of Confusion (The 3 Ds, Depression, Delirium and Dementia)
Assessment and Treatment of dementia
Validation Therapy

  • Chapter 3: Disorders of aging: Dementia, delirium, and other cognitive problems
  • Chapter 12: Treatment of Dementia

  • Ch. 5: Differential Assessment and Diagnosis of Cognitive and Emotional Problems of Older Adults


**

** Week 5: Thursday February 18 **

** DEPRESSION AND SUICIDE IN LATER LIFE **

Assessment and treatment of depression
Prevention of suicide
Cultural issues

- Chapter 4: Mood and anxiety disorders
- Chapter 9: Treatment of depression

- Chapter 8: Suicide Among Older Adults section only (pp. 222-227).


**

** Week 6: Thursday February 25 **

** PARANOIA, SCHIZOPHRENIA AND OBSESSIVE COMPULSIVE DISORDERS **

Assessment and treatment
Understanding and treating hoarding
Cultural considerations

- Chapter 5: Other common mental health problems in later life
• Chapter 11: Treatment of paranoid symptoms


Week 7: Thursday March 3

** TRAUMA AND POST TRAUMATIC STRESS**
Understanding risk factors
Principles in management and treatment with older adults
Cultural considerations


Week 8: Thursday March 10

** PSYCHOPHARMACOLGY, SUBSTANCE USE AND DEPENDENCE**
The basics of psychopharmacology
Polypharmacy
Alcohol problems in later life


• Chapter 8: Substance abuse sections only (pp. 202 - 220).


**Week 9: Thursday, March 17**

**LIFE REVIEW THERAPY, REMINISCENCE AND DIGNITY THERAPY**

Theoretical Assumptions

When and How to Implement these Interventions


- Ch. 6 (pp. 156-158 on life review)**


************* Spring Break: NO CLASS: Thursday March 24 ***************

**Week 10: Thursday, March 31**

**PERSON-CENTERED MENTAL HEALTH INTERVENTIONS**

Counseling Older Adults: Context and Method

Mind-Body Interventions to Alleviate Psychological Distress: Relaxation training, Mindfulness

Cognitive Behavioral Approaches to Working with Elders

Cultural Considerations and Disparities in Mental Health Counseling


- Chapter 8: Foundations in treatment**


- Chapter 6: (pp. 148-152; the intervention process, sections on CBT).**

**McBee, L. (2008). Learning from the inside out: Mind-body and mindfulness-based interventions”. In**


Week 11: Thursday April 7

Enrichment Lab: Select one from below (see pp. 13-14); bring reflections for discussion Week 12:
- “At the Movies” reflection
- “Family Matters” Brief Interview with Social Worker reflection

Week 12: Thursday April 14

GROUP-CENTERED MENTAL HEALTH INTERVENTIONS
Models of Group Practice (e.g. socialization, support, problem-solving, skills training)
Indications and Benefits of Group Work
Group Work Theory and Methods

NOTE: Reflections for “At the Movies” and “Family Matter” due today. (Please post on Learn at UW and bring copy to class)

- Chapter 6: The Group Process (see pp 163-169).


Week 13: Thursday April 21

WORKING WITH THE FAMILY SYSTEM
Understanding the family caregiving context and consequences.
Intervening with the family
Facilitating family conferences and family counseling: When, where and how?
Week 14: Thursday April 28

GRIEF, END OF LIFE CONCERNS AND BEREAVEMENT
Working with older adults and their families approaching death
Widowhood and Other Intimate Losses
Grief and the Process of Mourning
Therapeutic Interventions

Week 15: Thursday, May 5

INTEGRATION AND SYNTHESIS
Putting it all together
Course Review
Looking Ahead
Summary and Class Evaluation
V. Texts and Reading Materials for the Course


3) **Additional Required Readings**: See readings posted on Learn at UW

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

With respect for adult student’s diverse learning needs, some choice is offered in assignments. Students will review the course assignments and turn in a learning contract indicating the choice of assignments and dates for completion by the second week of class. See “Learning Contract” and description of course assignments for further information.

A. Participation in Class Discussion and Activities

Although class sessions will include a variety of learning methods, there will be an emphasis on active engagement. Students are expected to assume responsibility for their own learning and demonstrate mastery of the weekly readings by raising insightful questions.

Students should bring 1-2 “open-ended” discussion questions to class that stem from the reading (noting page numbers if relevant). Questions will be used to stimulate active engagement in learning.

Participation credit will additionally include:

- Submission during Week 13 of the “At the Movies” or “Family Matters” reflection (see Appendix A)
- Adherence to Class Discussion Guidelines (see Appendix B)
- Participation in class activities and completion of mini take home assignments
  - Degree of active participation (see Appendix C)

B. Major and Minor Assignments

With respect for adult student’s diverse advanced practice learning needs, a variety of assignments are provided from which students may choose their area of foci. Students will be required to review the course assignments and turn in a learning contract indicating the choice of assignments and dates for completion by the third week of class. See “Learning Contract” and description of course assignments for further information. Students will select from the following assignments for a total of 75 points. For example students may select one major and one minor assignment, or three minor assignments. The course competencies related to each assignment is shown in parentheses

<table>
<thead>
<tr>
<th>Major Assignments (50 points each)</th>
<th>Minor Assignments (25 points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Interactive Workshop</td>
<td>Interview Older Adult</td>
</tr>
<tr>
<td>Compare and Contrast 2 Treatment Approaches</td>
<td>Book Review &amp; brief presentation</td>
</tr>
<tr>
<td>Service Learning – Applied Intervention</td>
<td>Group Process Observation &amp; Analysis</td>
</tr>
<tr>
<td>Major Research Paper</td>
<td>Brief Research Paper</td>
</tr>
</tbody>
</table>
Grades Points: Grades will be assigned using the following conversion table.

<table>
<thead>
<tr>
<th>100 Point Scale</th>
<th>Final Grade</th>
<th>Criteria of Work Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Very good; surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Good; meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Fair; meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Poor; below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt; 64</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas; not acceptable work</td>
</tr>
</tbody>
</table>

VII. Course Policies

Non-Discrimination Policy
All students will be treated in accordance with federal and state laws prohibiting discrimination on the basis of sex, race, national origin, disability, sexual preference, age and religion. No assignments will be due on major religious holidays. Students who are registered with the Disability Resource Center must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor will assure that there is accommodation made for the student.

Standards of Conduct
Professional responsibility, ethical behavior and integrity are central principles of the social work profession. Students are expected to conduct themselves in accordance with the standards of the School of Social Work, the University and the National Association of Social Workers (NASW). Plagiarism and other forms of cheating will be disciplined according to University procedures. Please see Appendix D that outlines the School of Social Work Plagiarism Policy that faculty adhere to.

Attendance Policy

Promptness: Prompt arrival to all courses is expected and required.

Absence: To ensure a quality educational experience, students are expected to attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
  - More than one unexcused absences will result in a student’s grade being dropped one full grade.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences. The make-up work required will depend on the content missed and will require the student to demonstrate that they have read the readings, talked with classmates about what was missed and then think critically about the content.

Policy on Late Assignments
Assignments are due at the Learn@UW dropbox by 3:30 p.m. at the start of the class on the designated date. Sometimes unforeseen circumstances arise and it may be necessary for students to submit work later than the due date. If a student a) communicates with me prior to the due date, b) provides a reasonable explanation as to why the
work is late, AND c) we come to an agreement about a different deadline, a late submission may be permitted.
Otherwise, late work will not be accepted.

**Student-Instructor Communications**
Course materials are posted at the course website, which uses UW Learn platform at: [https://learnuw.wisc.edu/](https://learnuw.wisc.edu/)
Required and recommended readings, power point slides and handouts will be posted there. Students are expected to visit the website regularly to check for announcements, submit assignments and check grades. In addition, I will use email to send out course announcements and to alert students if there are handouts that they will need to print in advance of class. Be sure to check your email by 4:00 on the day before class to check for materials.

**Final Comment**
I’m very much looking forward to getting to know you and exploring the course content together. I sincerely hope you will find the course interesting and relevant. I know that most of you have extensive life and work experience and it will be wonderful to learn from your experiences. Please let me know if you have any questions. Best wishes.
APPENDIX A:

Students will select one of the following two assignments (“At the Movies” or “Family Matters”) to work on during Week 12 and bring to class to share in small and large group during Week 13 (April 21). Please post your reflection on Learn at UW and bring a paper copy to class.

“At the Movies” Reflection

This assignment will provide an opportunity to use film to reflect upon the course content thus far and or any issues relevant to the mental health and aging. Movies are forms of entertainment that often take real life experiences, to move, inspire, teach, or thrill us. For this assignment you will select and observe any film that highlights content related to aging and/or mental health issues in later life. You will then make observations about how the film enhanced your understanding of the topics we have covered thus far and/or how it has expanded your understanding of aging.

The task:

1. Select any movie that touches upon any issues relevant to aging. You may review a film you have already seen, find one at the movie theater, or rent a video. There are many films to choose from. If you have difficulty thinking of a title, here are some possibilities:

<table>
<thead>
<tr>
<th>About Schmidt</th>
<th>The up Series: 56 up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robot and Frank</td>
<td>Away from her</td>
</tr>
<tr>
<td>Cocoon</td>
<td>The Notebook</td>
</tr>
<tr>
<td>On Golden Pond</td>
<td>Harold and Maude</td>
</tr>
<tr>
<td>Harry Brown</td>
<td>The Curious Case of Benjamin Button</td>
</tr>
<tr>
<td>“Get Low”</td>
<td>Harry and Tonto</td>
</tr>
<tr>
<td>Driving Miss Daisy</td>
<td>Still Alice</td>
</tr>
<tr>
<td>The Open Road: America Looks at Aging</td>
<td>Still Alice</td>
</tr>
<tr>
<td>Strangers in Good Company</td>
<td></td>
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<tr>
<td>Tat_ie Danielle</td>
<td></td>
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<tr>
<td>The Straight Story</td>
<td></td>
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<tr>
<td>Amour</td>
<td></td>
</tr>
<tr>
<td>Iris</td>
<td></td>
</tr>
<tr>
<td>Still Mind</td>
<td></td>
</tr>
<tr>
<td>Tokyo Story</td>
<td></td>
</tr>
</tbody>
</table>

2. After observing the film write up brief responses to the following questions:
   a. What was this film about?
   b. How does the film relate to our course content?
   c. How does it expand your understanding of aging and mental health in later life?
   d. What impact did this film have on you?

3. Students will share their observations in small and large group discussion. This exercise will not be graded, but will count toward your participation credit.
“Family Matters” Brief Interview with Gerontological Social Worker

This assignment will provide an opportunity to better understand the ways gerontological social workers engage family members of older adults, and the challenges faced.

The task:

1. Identify a social worker at any setting or site of care serving older adults (e.g., hospital, community agency, nursing home, assisted living facility) in Wisconsin.

2. Introduce yourself and explain that you are interested in learning about the extent to which and ways in which social workers work with family members or family caregivers of elders they serve. Tell them that for a class assignment you would like to ask a few questions that should take only take 5 – 10 minutes of their time.

3. Questions you should pose are as follows:
   a. How long you have worked in this setting and briefly what your primary work roles and/or responsibilities?
   b. In what ways do you work with family members or family caregivers of older adults?
   c. Challenges: What are the essential needs and challenges facing family members of the elders that you work with? What challenges do you experience in working with the family?
   d. What do you wish you had learned as a student that would have better prepared you for working with families?
   e. Do you have any other words of wisdom that you would like to share?

4. Prepare a brief 1-2 page, single spaced reflection (1” margins) that includes:
   a. Each content area (i.e., SW context and primary roles, Extent of work with families, Needs and Challenges, Wishes for learning, Words of wisdom) and what was shared for each
   b. Personal reaction: What did you learn/gain from this experience?

5. Students will share their observations in small and large group discussion. This exercise will not be graded, but will count toward your participation credit.
Successful class discussion depends upon people being “good citizens” by taking joint responsibility for moving the discussion forward. That means following guidelines and helping to enforce them. Listening well, making productive contributions and facilitating discussion are all important social work skills.

1. **Do the reading and come to class prepared to talk.**

2. **Listen as well as talk.**

3. **Raise questions.** Asking questions, asking for clarification from faculty or from other members of the class, is as important - and often more valuable - than making points

4. **Build on each other’s points.** Refer to each other and let people know how your point is related to the discussion.

5. **If you want to change the direction of the discussion, make it explicit.** By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to finish one discussion before starting another. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may not – they may still be thinking about the previous discussion, and not realize that you are changing the topic.

6. **Make your point and support your position, then allow the discussion to move on.** Do not persist in defending points. It is frustrating to others when a participant keeps bringing the conversation back to the same point and re-states it over and over again.

7. **Bring in your background.** Let others know where you are coming from. Tell the class if you are using information from personal experience or from knowledge gained outside of class. If you don’t some people may wonder where the information is from – was that in the readings?

8. **Respect diversity of opinions as well as perspective:**
   a. **Do not stereotype and never dismiss.** For example, if someone takes a feminist position one day, that does not mean that every time that person speaks everyone should roll their eyes and think, “here we go with the feminist position again!”
   b. **Do not assume.** We come from a variety of backgrounds and have a diversity of lives that you may or may not be aware of. Don’t assume that we are all the same. There are gay people in the room. There are Jewish people in the room. There are white people who have known hunger and people of color who went to prep school and grew up in the suburbs. There are people in this room who were teen parents and people who were or are consumers of many of the social services we are discussing. All of this means that you should never assume that “we” are talking about “them” – whether “them” refers to clients or certain groups of people.

9. **Make the classroom a safe place.** Things that people say in the classroom should not be repeated outside of class. Discussion and learning happen when people feel that they can experiment, openly discuss ideas, try on different concepts, be challenged and grow without being judged. No one wants to be standing in the coffee line and hear someone say, “Can you believe that she said that...!”
Appendix C

Guidelines for Evaluating Participation
From: Severa Austin, UW-Madison School of Social Work

Outstanding Contributor:

Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues’ ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor:

Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues’ ideas are often useful. If this person were not a member of the class, the quality of the class would be diminished.

Adequate Contributor:

Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Occasionally responds to colleagues’ comments in ways that are useful. If this person were not a member of the class, the quality of the class would be diminished somewhat.

Non-Participant:

This person says little or nothing in class, nor does s/he clearly encourage others through active listening. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed.

Unsatisfactory Contributor

Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable airtime would be saved.

*NOTE: Prof. John Tyler of Brown University obtained these guidelines from Prof. Richard J. Murnane at the Harvard Graduate School of Education. Prof. Murnane, in turn, learned them from someone else. Although the original attribution for the guidelines has been lost, they continue to be useful to so many.
Appendix D

UW-MADISON SCHOOL OF SOCIAL WORK

PLAGIARISM POLICY

Academic Misconduct: Academic Misconduct is commonly thought of as “cheating” in the pursuit of one’s academic endeavors. Academic misconduct rules are found in UWS 14 (University of Wisconsin System Administrative Code). Information on academic misconduct rules and procedures can be found at the following website: http://www.wisc.edu/students/conduct.htm

UWS 14.03 defines academic misconduct as follows: “Academic misconduct is an act in which a student: (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student’s academic performance; or (f) Assists other students in any of these acts”.

Plagiarism in Assignments: This document describes the School of Social Work’s operational definition of plagiarism, probably the most common form of academic misconduct.

Plagiarism Defined:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of the ideas of others as one’s own ideas without giving credit.

Forms of Plagiarism:
1. The use of direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting.

   Direct Quote: to repeat verbatim or to copy verbatim the words of another. “Words” means passages, sentences or paragraphs. A “passage” here is defined as six or more words.

   If, in a paper, you use a direct quote from a book, article, interview, or presentation, and the quote is more than six words cited verbatim, you must put quotation marks around the quote and give credit to its author and source. For example: An author states, “The laymen’s concepts about the world of experiences may be conveniently classified into those that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

   (1) You may use your own words in part of your sentence and the authors’ words in the remainder of the sentence. When you use six or more of the authors’ words verbatim, you must use quotation marks: e.g., Ordinary people usually classify experiences into those “that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

   Reason for quotation marks: Six or more of the authors’ words were used verbatim.

   (2) You may directly quote six words, interrupt the sentence with your own words, and then complete the sentence with the words of the authors. If any six words are used verbatim, you must use quotation marks: e.g., “The layman’s concepts about the world of experiences,” some researchers have asserted, might be classified into ones that “fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the sources of the ideas.
A paraphrase is a restatement of a text or passage in another form or other words. (i.e., putting into your own words the ideas of another person). Using the exemplar original statement, the following is a paraphrase:

Ordinary people usually classify their experiences into convenient categories: Those that fulfill the identification function and those that fulfill the interrelation function. (Krugliani, Hamel, Maides, and Schwartz).

Note: There is no need for quotation marks because no six words are those of the authors. However, the idea is still that of Krugliani et al., so they must be given the credit.

Other Forms of Academic Misconduct: The other forms of academic misconduct, cited in the Academic Misconduct Rules and Procedures referred to above, also apply to all social work students’ written work.

Penalties: Penalties for academic misconduct range from an oral reprimand to suspension or expulsion from the university. You will find more information at this website: http://students.wisc.edu/saja/misconduct/misconduct.html