I. Catalogue Description

This foundation course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to the Diagnostic and Statistical Manual of Mental Disorders (DSM) as the organizing framework for reviewing major mental disorders and critique of the current "medical model" approach to mental health in the United States. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy.

II. Course Overview

This generalist course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to The Diagnostic and Statistical Manual of Mental Disorders-5 (APA, 2013) as the organizing framework for reviewing major mental disorders and a critique of the current "medical model" approach to mental health in the United States. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy.

This generalist course aims to convey a knowledge base in, and orientation to, psychopathology, as preparation for advanced social work practice. A focus on the identification and description of mental disorders, and what is known (and not known) about their social context and etiology (biological, psychological and socio-cultural factors) will be a major component of the course. In addition, exploration of issues of diversity related to diagnosis and treatment of specific mental disorder categories as well as how this material impacts and impinges on mental health policies and services.

As part of this class, we will discuss the strengths and weaknesses of our current "medical model" approach to mental health in the United States, controversies relating to the DSM-5, the
strengths and weaknesses of this diagnostic system, and the role of social workers in addressing mental health concerns across areas of social work practice. We will also explore issues pertaining to ethical practice. This class will not provide in-depth, skill-based learning in specific clinical interventions, but we will review what is known about effective treatments for specific classes of disorders.

III. Competencies, Practice Behaviors and Assignments

Successful completion of this course implies that students will have progressed towards achieving the following Council on Social Work Education competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Competencies Addressed in this Course</th>
<th>Course Content Addressing the Competency</th>
<th>Competency Dimension</th>
<th>Module</th>
</tr>
</thead>
</table>
| 1: Demonstrate Ethical and Professional Behavior | • "The Impact of Mental Health Stigma and Stigma Reduction"  
• Assignment #1  
• "Social Work and Psychopharmacotherapy and the Five Classes of Medications" | Knowledge; Values; Cognitive and Affective Processes | 1 and 4 |
| 2: Engage in Diversity and Difference in Practice | • "Mental Health Care Systems and Access to Care"  
• "Biopsychosocial and Societal Risk and Protective Factors in Mental Health"  
• "Cultural Considerations in Mental Health"  
• "Racial Disparities in the Diagnosis of Schizophrenia"  
• Assignment #1  
• Assignment #2  
• "Autism in Marginalized Populations"  
• "Suicide Risk Among Marginalized Populations"  
• "Historical Trauma"  
• "Racial and Class Disparities in America’s Response to Addiction"  
• "The Pathologization of Diverse Gender Identities and Expressions" | Knowledge; Values | 1, 2, 3, 4, 5, 6, 7 and 8 |
**Competencies Addressed in this Course** | **Course Content Addressing the Competency** | **Competency Dimension** | **Module**
--- | --- | --- | ---
3: Advance Human Rights and Social, Economic, and Environmental Justice | • Assignment #1  
• "Racial and Class Disparities in America’s Response to Addiction" | Knowledge; Values | 7

6: Engage with Individuals, Families, Groups and Organizations and Communities | • Assignment #1 | Values; Cognitive and Affective Processes | 1 and 2

7: Assess Individuals, Families, Groups, Organizations and Communities | • "Biopsychosocial and Societal Risk and Protective Factors in Mental Health"  
• "Diagnosis and the Social Work Profession"  
• "Introduction to the DSM and Limitations"  
• "The Cultural Formulation Interview"  
• Assessment of specific diagnoses covered modules 3–8  
• Exam | Knowledge; Skills | 2–8

8: Intervene with Individuals, Families, Groups, Organizations, and Communities | • Interventions for specific diagnoses covered modules 3–8  
• Exam | Knowledge; Skills | 3–8

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**IV. Course Content**

Course content is outlined below and presented in online course site. For due dates please refer to the Course Schedule page (in the online course site "Course Orientation" module). This course outline is subject to change; therefore, students are advised to check the course site at least weekly for any announcements or updates that could change the course outline detailed here in the syllabus.

Please note: Discussion regarding specific diagnoses listed in modules 3 through 8 will consist of assessment, intervention and social work considerations.
<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topics</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1 (7/8)     | 1. The Mental Health Care System, Access to Care and Social Work Values in Mental Health  
               2. The Impact of Mental Health Stigma and Stigma Reduction  
               3. Mental Health Recovery                                       | You should connect with your small group members for Assignment #1 during this week to determine when each member will present their media summary. |
| 2 (7/15)    | 1. Biopsychosocial and Societal Risk and Protective Factors in Mental Health  
               2. Diagnosis and the Social Work Profession and Introduction to the DSM and Limitations  
               3. Cultural Considerations in Mental Health and The Cultural Formulation Interview | Don’t forget to leave a discussion post or response to a classmate’s post.                |
| 3 (7/22)    | 1. Neurodevelopmental Disorders Across the Lifespan: Autism Spectrum Disorder  
               2. Autism in Marginalized Populations  
               3. Attention-Deficit/Hyperactivity Disorder  
               4. Disruptive, Impulse Control, and Conduct Disorders: Oppositional Defiant Disorder and Conduct Disorder | Don’t forget to leave a discussion post or response to a classmate’s post.                |
| 4 (7/28)    | 1. Schizophrenia Spectrum and Other Psychotic Disorders Across the Lifespan  
               2. Racial Disparities in the Diagnosis of Schizophrenia  
               3. Social Work, Psychopharmacotherapy, and the Five Classes of Medications | Assignment #2 is due this week. Don’t forget to leave a discussion post or response to a classmate’s post. |
| 5 (8/4)     | 1. Depressive Disorders Across the Lifespan  
               2. Suicide Risk Among Marginalized Populations  
               3. Bipolar and Related Disorders                                   | Don’t forget to leave a discussion post or response to a classmate’s post.                |
| 6- (8/11)   | 1. Anxiety Disorders Across the Lifespan  
               2. Obsessive-Compulsive Disorders  
               3. Trauma and Stressor-related Disorders Across the Lifespan  
               4. Historical Trauma                                                 | Don’t forget to leave a discussion post or response to a classmate’s post.                |
| 7- (8/18)   | 1. Substance-Related and Addictive Disorders Across the Lifespan  
               2. Racial and Class Disparities in America’s Response to Addiction  
               3. Eating Disorders                                                 | Assignment #3 is due this week. Don’t forget to leave a discussion post or response to a classmate’s post. |
Module 1:
The Mental Health Care System, Access to Care and Social Work Values in Mental Health; The Impact of Mental Health Stigma and Stigma Reduction; Mental Health Recovery

Discussion Prompts:
- Where and how do people access mental health care? What societal factors influence this?
- How will you encounter mental health needs in your social work career?
- How do our social work values inform our responses to these parents’ situations and other concerns identified in these pieces of assigned media?
- What role does stigma play in your own beliefs about and reactions to mental illness?
- What must we, as social workers, do both personally and politically to address the public health concern of stigma?
- What local efforts in the Recovery Movement are you aware of in Dane County?

Readings and Media:


Module 2:

*Biopsychosocial and Societal Risk and Protective Factors in Mental Health; Diagnosis and the Social Work Profession and Introduction to the DSM and its Limitations; Cultural Considerations in Mental Health and the Cultural Formulation Interview*

Discussion Prompts:

- What are the implications of the current ideology that mental illnesses are medical disorders, meaning they are the result of an internal dysfunction? Are all mental health disorders brain disorders? How does social work’s ecological model contrast with this ideology?
- Should DSM be the basis for teaching social work practice in mental health? Why or why not?
- What are your thoughts about the cultural formulation interview after seeing it utilized in the demonstration video?
- How might we incorporate some of these questions into broader social work practice with individuals, families and groups?
- Following the role-play, Dr. Lewis-Fernandez mentions the "overculturalization and underculturalization" of understanding client distress. What is meant by each of these things?

Readings and Media:

2. *Read this article before the Kutchins and Kirk article*

3. *Read this article after the Williams and Spitzer article*


7. *I strongly recommend you follow along using the interview questions found in the DSM-5 Cultural Formulation Interview, and watch the Q&A portion at the end.*


**Module 3:**
Neurodevelopmental Disorders across the Lifespan: Autism Spectrum Disorder; Autism in Marginalized Populations; Attention-Deficit/Hyperactivity Disorder;
Disruptive, Impulse Control and Conduct Disorders: Oppositional Defiant Disorder and Conduct Disorder

Discussion Prompts:

- What are your reactions to the White article in The Atlantic? Were you aware of the co-occurrence between gender variance and autism spectrum disorder? In what ways is the gender binary problematic for people with ASD?
- Prior to preparing for this topic, what were your beliefs about the causes of ADHD? Did the BBC documentary impact your beliefs in some way? If so, how?
- Children with ODD and CD are at increased risk for being labeled as delinquent or "bad." In what ways do social workers have important and unique roles in helping these children?

Readings and Media:


Module 4:  
Schizophrenia Spectrum and Other Psychotic Disorders across the Lifespan; Racial Disparities in the Diagnosis of Schizophrenia; Social Work and Psychopharmacotherapy and the Five Classes of Medications

Discussion Prompts:

- How were you impacted by the video "A Look into Auditory Hallucinations"? Did you make any new discoveries?
- How do we make sense of the racial disparities in the diagnosis of schizophrenia, particularly among African American males? How is this a social justice issue?
- What are the main points Kia Bentley argues in her interview about psychopharmacotherapy and social worker? Do you agree with these points?
- What are the five classes of medications discussed in the Bentley and Walsh chapter? What else do social workers need to know about psychopharmacotherapy to best serve our consumers?

Readings and Media:


Module 5:
Depressive Disorders across the Lifespan; Suicide Risk among Marginalized Populations; Bipolar and Related Disorders

Discussion Prompts:

- Your text acknowledges that many older adults view depression as a normal part of aging and offers a case example highlighting this. What are your beliefs about depression and aging? Do you agree with this assumption?
- The podcast interview with Mark Meier identifies risks for depression among social workers. In small groups, we will discuss your reactions to this podcast.
- What are the alarming trends discussed in the Uchegbu and Tannehill articles? Were you aware of these trends? How might we explain these trends and what can social workers do to respond to this problem?
- Bipolar Disorder is considered a severe and persistent mental illness along with schizophrenia, yet there are many high functioning (and famous) people living with bipolar disorder. How is this possible given the severity of the illness?

Readings and Media:


7. *You may choose to skim this lengthy report.*


Module 6:
Anxiety Disorders across the Lifespan; Obsessive-Compulsive Disorders; Trauma and Stressor-Related Disorders across the Lifespan; Historical Trauma

***Please note: The content for this topic includes references to a variety of traumatic experiences as well as the causes, symptoms and effects of trauma and PTSD. Given that half of all adults will have experienced at least one traumatic event in their lifetime, discussing trauma and PTSD can be difficult for many of us. Please use your best judgment as you move through the assigned reading and media for this topic, and remember to engage in the self-care practices you know work best for you. If you have concerns about this content or the lecture, please let me know.***

Discussion Prompts:
- What does your text identify as a concern regarding DSM-5’s expansion of former anxiety disorders into their own separate categories? What are your thoughts about this?
- We sometimes hear someone referred to as being "so OCD." After viewing today’s media, how can this be harmful and grossly inaccurate in the face of legitimate OCD?
- While many people will experience a traumatic event, most of them will not go on to develop PTSD. What do you make of this? Why is it that two people can experience the same traumatic event and one may develop PTSD while the other does not?
- What were your reactions to the materials on PTSD and historical trauma?

Readings and Media:


**Module 7:**
Substance-Related and Addictive Disorders across the Lifespan; Racial and Class Disparities in America’s Response to Addiction; Eating Disorders

Discussion Prompts:
- How does Johann Hari’s TED talk push us to reconsider the causes and treatment of addiction?
- What are the pros and cons of no longer distinguishing between substance abuse and substance dependence?
- Why is there a link between prescription drug abuse and heroin?
- What is different about society’s current responses to heroin addiction compared to the heroin epidemic of the 1970s and 1980s? How is this a social justice issue?
• The Weiss online article provides a feminist perspective on eating disorders. How might sexism and misogyny contribute to the development of an eating disorder, as well as the way loved ones, providers and the larger society react to eating disorders?

Readings and Media:

Module 8:
Gender Dysphoria and the Pathologization of Diverse Gender Identities and Expressions; Neurocognitive Disorders: Major Neurocognitive Disorder (Dementia); Alzheimer’s Disease

Discussion Prompts:
• Do you see Gender Dysphoria as a valid, necessary and/or helpful diagnosis? Why or why not?

• What concerns surround the new diagnosis of mild Neurocognitive Disorder in DSM-5?

Readings and Media:


V. Texts and Reading Materials for the Course

Required Text:

Recommended Text:

If you anticipate you will be pursuing a mental health focus, you are encouraged to purchase this book. UW students have access to the online version while on campus at http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596
Texts are available online for purchase. Additional readings and media will be assigned in advance for specific class topics and will be available within the online course site.

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

**Grading Scale & Standards:**
Students' final grade will be based on the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>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>Course failure</td>
</tr>
</tbody>
</table>

*In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab at 6171 Helen C. White Hall).*

Grades are not assigned on a curve. There is no extra credit.

Grading criteria will be assigned in the following ways:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Participation (Discussion Posts)</td>
<td>14</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>30</td>
</tr>
<tr>
<td>Exam</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

**Course Participation**

**Participation** is **REQUIRED**. Effective participation consists of having completed readings, media and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). Professional participation also includes viewing the lectures and completing the required course materials in a timely manner. You are required to be an engaged and active participant in this class.

**Discussion Posts**
Due: One original post or response to a classmate’s per week (beginning in week 2) due by 11:59pm on Sunday (For example, week 2’s post is due by 11:59pm July 21st)
Value: Two points per post, 14 points total

The goal of discussion posts is to create dialogue between students in a format that, to some degree, recreates the many challenging and fulfilling aspects of in-class discussion in the online format used for this class. Each module offers discussion prompts for most topics to promote critical thinking regarding the material presented. You can find these in this syllabus in the Course Content section as well as on the course site in the Discussions tool. Throughout this course, you are required to provide four discussion posts of at least 200 words, as well as three responses to classmates’ discussion posts of at least 50 words minimum. Each posting/response is worth two points. Starting in week 2, you need to post or respond to a post each week of the course.

A couple of ground rules for posting on the discussion board:
- In order to create a climate of open and honest dialogue, it is important to treat classmates with respect in discussion posts. Name-calling, accusations, verbal attacks, sarcasm, and other negative exchanges are not permitted.
- Use full and grammatical sentences for your posts. This is not Twitter.
- Use person-first language in your discussion posts.
- Use a strengths-based perspective when discussing people with mental health conditions and in responding to your classmates.

Assignment #1: Mental Health in the Media
Due: To be determined by each small group
Value: 10 points

Mental health is frequently discussed in the news. Topics include: changes in mental health policies; healthcare coverage for mental health; community crises related to addiction; safety and mental illness (i.e. gun control; forced treatment; violence) and many more. The purpose of this assignment is to increase awareness of popular discourse and current events surrounding mental illness through engaging your peers in a discussion about a recent piece of media.

Students will be organized into small groups of three. Each group member will present a newspaper article or other form of media from the past month that discusses a mental health issue in the news to their small group. I highly recommend a major national news source—The New York Times, The Washington Post, Chicago Tribune, NPR—versus a blog. Local papers are acceptable if the article you have chosen is about a local issue. The article can be about policy or practice, and you are especially encouraged to share media that touches on mental illness stigma, disparities in access to mental health care, and the roles oppression and poverty play in mental illness in communities.

Students will use Ultra Conference in the course site to meet with their small groups for a live interaction three different times throughout the course. You will need to determine with your small group members when these meetings will be. Be prepared to provide a brief overview of
your article to your small group followed by facilitating a critical discussion of the article. Students will have a total of 15 minutes to present the article and engage in discussion. You will need to generate three critical thinking questions to use during your discussion. You will need to provide a copy of a one-page paper via email to your group members and the instructor that includes:

1) A reference for the article so students and the instructor can know where to find it
2) A two to three paragraph summary of the article’s main points, as well as why you selected this article
3) Three critical thinking questions for use during small group discussion

A cover page, introduction and conclusion are not required for this one-page paper. Students will be graded by the instructor on their article summary and the level of critical thinking demonstrated in their discussion questions.

Assignment #2:
Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health
Due: July 28 by 11:59pm
Value: 20 points
Length: 2–3 pages (does not include title page and reference page)

The purpose of this assignment is to encourage critical thinking and exploration of personal and professional beliefs, values and reactions related to mental illness and deepen understanding about how our professional values and principles influence our responses to mental health.

In this paper, students are asked to organize their thoughts, reflections, questions and concerns in a brief, two to three-page paper. You are expected to integrate information from at least two of the required materials into a cohesive discussion. You are required to critically evaluate, not just summarize, what you have read, watched or listened to and apply it to your own beliefs, values, experiences and reactions. Think beyond the information presented and write about further insights and ideas you believe are important. Discuss additional questions that arise for you after reflecting on this topic.

While this reflection paper does ask you to write about yourself, it is never necessary to share information you are not comfortable disclosing. The amount of self-disclosure, in the form of revealing information about your lived experiences, is completely at your discretion and the amount or level of detail will not impact your grade. I am most interested in seeing depth and critical thinking in the discussion of your beliefs, values and reactions to mental illness. In addition, your grade will not be negatively impacted if you share a belief that might be viewed as biased, judgmental or less than desirable. We all have conscious and unconscious biases, and have all been influenced by stigma. If we try to ignore, deny or avoid these parts of ourselves, we are at risk of causing harm in the future.

This paper should be written as an academic paper with proper spelling, grammar and APA citations, reference list and formatting. You should begin the paper with an introduction and end with a conclusion. Grading will be based on evidence of thoughtful consideration of assigned
course material, class discussion and personal/professional experience and also on attention to grammar, spelling, organization, clarity. Do not approach this reflection paper as you might a journal entry in which you compose your thoughts in the paper as they come to you. This must be a polished, sophisticated and cohesive paper. In a cohesive essay, your discussion flows smoothly with transitions from idea to idea and is well edited. It is not acceptable to use the assignment questions as headers. Papers should be submitted in the course site to the appropriate assignment.

In your paper, please reflect on all the following questions:

- What are some of your personal beliefs about mental illness? Reflect on what has influenced and shaped these beliefs. Where do these beliefs come from? How have they changed over time?
- How has exposure to mental health stigma influenced and shaped your beliefs about mental illness? Consider messages you have received from various sources in your life, including the media (TV, movies, Facebook, news, etc.), family, friends, school, etc.
- What are your affective and cognitive reactions to mental illness in various spheres of your life, including professionally? You might consider family, friends and peers, co-workers, clients and strangers. What comes up for you? How do you feel and how does this influence the interaction (or lack thereof)?
- As you move forward in social work, what can you do to address some of the beliefs and reactions you have described above, including the effects of stigma, on a micro and macro level?

**Grading Rubric**

Critical reflection on own beliefs, values, experiences and (4 points)

Critical reflection on the influence of stigma in your beliefs (3 points)

Critical reflection on affective and cognitive reactions when encountering mental illness (4 points)

Exploration of ways to address beliefs and reactions, including stigma, on the micro and macro levels (3 points)

Correct grammar, spelling and APA formatting (2 points)

Correct citations and reference list and sophisticated integration of required material into a cohesive discussion (2 points)

Overall writing, including an introduction and conclusion, paper organization (2 points)

Total Points Possible: 20
Assignment #3:

Critical Thinking Paper: Identity and Cultural Considerations in Mental Health

Due: August 18 by 11:59pm

Value: 30 points

Length: 6–7 pages (does not include title page and reference page)

The purpose of this paper is to deepen learning and understanding of the ways in which culture and a person’s various identities impact their experience with and response to mental illness. It asks you to consider the roles oppression and discrimination play in accessing and receiving mental health care. The paper also challenges you to briefly summarize the presenting problem for this client and consider the benefits of using a cultural formulation interview versus a traditional psychiatric interview. You are expected to integrate information from at least three of the course materials into a cohesive discussion.

This paper should be written as an academic paper with proper spelling, grammar and APA citations, reference list and formatting. You should begin the paper with an introduction and end with a conclusion. Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and also on attention to grammar, spelling, organization, and clarity. This should be a polished, sophisticated and cohesive paper. In a cohesive essay, your discussion flows smoothly with transitions from idea to idea. It is not acceptable to use the assignment questions as headers. Papers should be submitted to the course site.

Using the YouTube video with the role-play between Dr. Lewis-Fernandez and the Latina woman illustrating the cultural formulation interview, students will write a brief paper about responding to the following prompts:

- Briefly write a client introduction and summarize the presenting problem. A recommended format for this is:
  - This client (or name) is a _____ year-old married, divorced, single, never married (race) (gender identity, sexual orientation) who currently resides (housing/type of residence, town) with (others in household).
  - Other info: any children and their ages; vocational status (unemployed, working FT, student, etc.); legal status; religious or spiritual affiliation; other relevant information
  - Referral source and summary of the presenting problem
    - Example (not at all related to the client for this assignment): Mr. Jones is a 45-year-old never married Caucasian heterosexual cisgender male who currently resides in his own home with his dog, Sparky, and his adult daughter and her one-year-old son. He is the father of two adult children and is currently unemployed due to disability. He receives SSDI for his MS, which has left him unable to work and requires the use of a wheelchair. Prior to his illness, Mr. Jones worked as a computer technician. He reports no current or past legal history and identifies as a practicing Lutheran. Mr. Jones is referred by his PCP for a mental health
assessment due to concerns of a depressed mood as evidenced by increases in sleeping and eating, anhedonia and beliefs that his life is worthless. At the time of his primary care appointment, Mr. Jones was denying suicidal ideation. (Your discussion of the presenting problem will likely be more in-depth than this)

- Reflect on the use of the cultural formulation interview with this client. Comment on how it was different and, perhaps, more effective than a traditional psychiatric interview? What questions from the cultural formulation interview did you find to be especially effective and relevant in talking with this person about their mental health concerns and why? Without the use of the cultural formulation interview, how might her presenting concerns have been misunderstood or misconstrued as a specific mental illness?

- Based on her responses to questions, how did this client’s various identities impact her beliefs about and responses to her mental health concerns? Consider factors such as age, class, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, race, religion/spirituality, and sexual orientation if they are relevant.

- How might societal factors such as oppression, poverty, marginalization, privilege, and power influence the way this person accesses support and receives mental health care and services?

**Grading Rubric**

**Introduction to the client and presenting problem (7 points)**

Clear discussion of how the cultural formulation interview was utilized in talking with this client about their mental illness and most relevant and effective questions (7 points)

**In-depth discussion of the impact of various identities on her beliefs about and responses to mental illness (6 points)**

Critical reflection on the role of oppression, poverty, marginalization, privilege and power in accessing support and mental health care (5 points)

**Correct grammar, spelling and APA formatting (1 point)**

Correct citations, reference list and sophisticated integration of required material into a cohesive discussion (2 points)

**Overall writing, including an introduction and conclusion, and paper organization (2 points)**

Total Points Possible: 30

Total Points Awarded:
Final Exam  
Date: TBD  
Value: 26 points

This exam will evaluate knowledge of the mental health diagnoses discussed in the course, with particular emphasis on the most common signs and symptoms with which all social workers should be familiar.

VII. Course Policies

Class Climate:  
Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared and activities approached with maximum curiosity and enthusiasm. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to diversity and equality in all areas of campus life and in building an inclusive space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization in my classroom. We all have a responsibility to hold in our minds the disproportionate impact systems and "isms" have on marginalized people. I invite you to bring any concerns in this regard to my attention.

Contacting the Instructor:  
While this is a web-based course, I am easily accessible. The best way to contact me is by email. My contact information is included above. I normally check email several times per day, and I will respond to your email as quickly as possible. I will, at a minimum, make every effort to respond to email within 24-48 hours except on weekends and holidays.

Student Wellness:  
As a student, you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:
Americans with Disabilities Act:
The University of Wisconsin–Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor at the beginning of the course, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Disability Resource Center to identify and provide reasonable instructional accommodations. The McBurney Center provides services and classroom accommodations to students with disabilities. These might include vision and hearing difficulties, learning difficulties and mental health disorders. McBurney is located at 701 W Johnson Street suite 2104. Call for an appointment at 608-263-2741 or visit their website at http://mcburney.wisc.edu.

Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Reading and Media Assignments:
You are expected to have read, viewed and listened to all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Canvas:
All students are required to access the Canvas course site for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

Submission of Assignments & Assessments:
All assignments must be completed and submitted by 11:59:59 pm Central Time on their due date specified in the Course Schedule (in the online course site Course Orientation module) and must be submitted to the designated assignment (within the online course site) to successfully complete the course.

Late Assignment Policy:
Assignments are due on the date specified by 11:59pm. If a student a) communicates with me at least 48 hours prior to the due date, b) provides a reasonable justification for an extension, and c) we come to an agreement about a revised deadline, the assignment handed in by the new date will be considered "on time." Unapproved late assignments will be marked down 1 point for each day the assignment is late.

Written Assignment Policy:
1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper) unless indicated otherwise.
3. Students must format assignments using one-inch margins, double spacing, and a Times New Roman 12-point font.
4. Headings should not be placed in the body of the paper unless indicated.
6. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages).

Appealing a Grade:
Your goal for this and other courses should be to make the most of your learning experience, and not to simply "get an A." Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing and provide this to me. Your reasons for your appeal should include a discussion of the extent to which you responded to assignment objectives, the quality of your writing (to include grammar and spelling, organization, flow and clarity), and any relevant feedback provided in the grading that you might have questions or concerns about. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. Students wishing to appeal a grade must email me with the required information no later than two weeks after the assignment has been returned to students.

Academic Writing Criteria:
Specific attention should be given to paper organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:
1. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections. The comments "It was good" and "I liked it" are NOT examples of critical thinking.

6. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.

7. When references are required, they must be from class readings or other peer-reviewed journal articles. You may not use information from a website unless you receive prior approval from the instructor.

8. References in the paper need to be woven into the discussion in a seamless manner. DO NOT insert a quote into the paper without skillful writing that incorporates the quote into the discussion.

**Code of Ethics, Student Rights and Responsibilities & Plagiarism:**
BSW and incoming MSW students have read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that, while in the BSW or MSW Program, they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy, and that, should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field, and in the preparation of course assignments. Professional responsibility, ethical behavior, and integrity are central principles of the social work profession.

**Plagiarism Policy:**
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
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 ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

**Process:**
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

**Sanction:**
Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.

More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.

Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).

Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14: https://docs.legis.wisconsin.gov/code/admin_code/uws/14

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center: http://writing.wisc.edu/Handbook/QuotingSources.html

Grade Appeals/Grievance Policy:
The process for appeal a final grade is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook: http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf

Course Evaluations:
Students are expected to provide feedback on the quality of instruction in this course by completing the online course evaluations. Your feedback provides valuable information to the instructor, the academic department, and college and is used to improve student learning. Students will be notified when the online evaluations are available.

UW-Madison Email:
UW-Madison offers and supports an official email system as the official means of communication among students, faculty, and staff. Accordingly, students are expected to read and act upon messages sent to their official campus (NetID@wisc.edu) email account in a timely fashion and bear the responsibility of missed messages.

Syllabus Disclaimer:
This syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student of this course. Every effort will be made to avoid changing anything represented in it but the possibility exists that unforeseen events will make syllabus changes necessary. When this occurs, you will be sufficiently notified and an amended syllabus will be posted.