School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW 712: Psychopathology in Social Work  
Fall 2015

Instructor: Mary E. H. Paulson, MSW, EdDc, LCSW, LICSW, LISW  
Class Meeting Time: Saturdays 9:00 AM -1:00 PM  
Location: HSS room 202 (UWEC Campus)  
Office Hours: By appointment, via phone, or Skype  
Phone: (319) 483-8389  
Email: mepaulson@wisc.edu

I. Catalogue Description  
This course teaches social workers to recognize selected major mental disorders and to become familiar with social work practice approaches used in the diagnosis and treatment of these disorders.

II. Course Overview  
This advanced practice course aims to convey a knowledge base in, and orientation to psychopathology, which will facilitate advanced social work practice. The Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5) (APA, 2013) is used as the organizing framework for reviewing major mental disorders. We will 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). We will explore issues of diversity related to diagnosis and treatment of specific mental disorder categories.

As part of this class we will also discuss the strengths and weaknesses of our current “medical model” approach to mental health in the United States, the major revisions in, and controversies related to, the new DSM-5, the strengths and weaknesses of this diagnostic system, the role of social workers in psychiatric diagnosis, the relationship between diagnosis and assessment, and 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 (psychological, social and psychopharmacological). Our primary focus will be on assessment and case planning that integrates diagnostic information to ensure that interventions are consistent with the individual’s strengths and needs.
### III. Course Competencies and Practice Behaviors and Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in this Course</th>
<th>Practice Behaviors Addressed in this Course</th>
<th>Assignment(s) Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1</strong> Identify as a professional social worker and conduct oneself</td>
<td>* Apply knowledge of social services, policies and programs relevant to mental health practice, to advocate with and/or on behalf of clients to gain access to services</td>
<td>1, 2, 3&amp; 4</td>
</tr>
<tr>
<td><strong>2.1.2</strong> Apply social work ethical principles to guide professional thinking</td>
<td>* Evaluate ethical dilemmas related to problems and issues in mental health</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td><strong>2.1.3</strong> Apply critical thinking to inform and communicate professional judgments</td>
<td>* Identify and synthesize information from multiple sources of knowledge on mental health disorders to understand practice issues related to the assessment and treatment of major mental illness * Identify and evaluate models of intervention that are appropriate to the care of persons with mental health disorders</td>
<td>2, 3 &amp; 4</td>
</tr>
<tr>
<td><strong>2.1.4</strong> Engage diversity and difference in practice</td>
<td>* Demonstrate understanding of how culture and values affect diverse conceptualizations and construction of mental health disorders and their treatment</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td><strong>2.1.6</strong> Engage in research-informed practice and practice-informed research</td>
<td>* Critically evaluate and apply empirical research relevant to mental health problems</td>
<td>2, 3 &amp; 4</td>
</tr>
<tr>
<td><strong>2.1.7</strong> Apply knowledge of human behavior and the social</td>
<td>* Evaluate and apply knowledge of human behavior and the social environment to choose methods of intervention most appropriate to the treatment of mental disorders</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td><strong>2.1.10.a</strong> Engage with individuals, families, groups, organizations, and</td>
<td>* Employ diverse strategies to engage with individuals, families and groups, related to the area of the assessment and treatment of mental health disorders</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td><strong>2.1.10b</strong> Assess individuals and families</td>
<td>* Assess individuals and families to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the care of persons with serious mental illness</td>
<td>2, 3 &amp; 4</td>
</tr>
<tr>
<td><strong>2.1.10c</strong> Intervene with individuals and families</td>
<td>* Demonstrate ability to intervene at different levels (with and/or on behalf of individuals and families) to achieve the desired practice outcome related to mental health</td>
<td>1, 2, 3 &amp; 4</td>
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</table>
IV. Course Content
The format of the class will both didactic and interactive, and will integrate use of online media and discussion forums in D2L. We will utilize case studies, video clips, quizzes, writing assignments, lectures and discussions as a way to bring to life many of the ideas we will be studying. A group consultation format will be utilized for discussion when exploring the diagnostic categories and corresponding case examples from the textbook.

In order to accommodate integrating a group project into the course in the weekend program, elements of the “flipped” or “inverted” classroom design will be utilized. Some content and tasks that would typically be covered through lecture and exercises in the classroom will be delivered online via D2L in the week preceding the class meeting. This may include narrated slideshows/online lecture, prompts for reflective writing, viewing or listening to other media, and online discussion forums (in addition to assigned reading). These activities will typically take 30 – 60 minutes to complete. In turn, class time (30 – 60 minutes each class meeting depending on the tasks and content scheduled each day) will be utilized to engage in interaction and work related to the group projects while you have access to the instructor and your classmates. The group project will also be an exercise in group development/dynamics, group facilitation, and group consultation.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments / Tasks / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oct 31</td>
<td>Review of syllabus and assignments</td>
<td>Visit D2L for online material and “flipped” content in preparation for class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diagnosis, DSM and the Social Work Profession</td>
<td>Form Groups for Case Presentations &amp; Group Work &amp; Assign Topics/Cases for Presentation Weeks 3-7</td>
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<tr>
<td></td>
<td></td>
<td>Clinical interviewing &amp; assessment</td>
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<td></td>
<td>The Impact of Stigma in Mental Health Limitations, critical perspectives of the DSM</td>
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<td></td>
<td></td>
<td>Medical model of diagnosis &amp; treatment</td>
<td></td>
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<tr>
<td>2</td>
<td>Nov 7</td>
<td>Culture, context &amp; ethics in diagnosis: Global and spiritual views of mental illness</td>
<td>Visit D2L for online material and “flipped” content in preparation for class</td>
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<tr>
<td></td>
<td></td>
<td>Biopsychosocial Model, Risk and Resilience and Strengths-based perspective</td>
<td><strong>In assigned groups:</strong> Discussion of cultural context and personal paradigm/beliefs of mental health</td>
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<tr>
<td></td>
<td></td>
<td>Cultural Considerations in Mental Health and the Cultural Formulation Interview</td>
<td><strong>Online Quiz in D2L (after class)</strong></td>
</tr>
<tr>
<td>3</td>
<td>Nov 14</td>
<td>Neurodevelopmental Disorders</td>
<td>Visit D2L for online material and “flipped” content in preparation for class</td>
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<tr>
<td></td>
<td></td>
<td>Disruptive, Impulse Control and Conduct Disorders</td>
<td><strong>Group Project:</strong> Case Presentation &amp; Group Consultation Exercise</td>
</tr>
<tr>
<td>4</td>
<td>Nov 21</td>
<td>Psychopharmacology: Principles, trends, types and the roles of Social Workers</td>
<td>Visit D2L for online material and “flipped” content in preparation for class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td><strong>Group Project:</strong> Case Presentation &amp; Group Consultation Exercise</td>
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<tr>
<td></td>
<td></td>
<td>Bipolar and Related Disorders</td>
<td><strong>Online Quiz in D2L (after class)</strong></td>
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<tr>
<td>5</td>
<td>Dec 5</td>
<td>Depressive Disorders</td>
<td>Visit D2L for online material and</td>
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</tbody>
</table>
Suicidality  
Anxiety Disorders  
Obsessive-Compulsive Disorders  
Trauma and Stressor-related Disorders  
“flipped” content in preparation for class  
**Group Project:** Case Presentation & Group Consultation Exercise  
**Online Quiz in D2L (after class)**

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>“flipped” content in preparation for class</th>
<th>Group Project: Case Presentation &amp; Group Consultation Exercise</th>
<th>Online Quiz in D2L (after class)</th>
</tr>
</thead>
</table>
| 6 | Dec 12 | Feeding and Eating Disorders  
Substance-related and Addictive Disorders | Visit D2L for online material and “flipped” content in preparation for class | **Final Paper Due**  
**Group Project:** Case Presentation & Group Consultation Exercise |  
**Online Quiz in D2L (after class)** |
| 7 | Dec 19 | Neurocognitive Disorders  
Personality Disorders  
Course Review and Evaluation | Visit D2L for online material in preparation for class | **Group Project:** Case Presentation & Group Consultation Exercise | **Online Quiz in D2L (after class)** |

*Visit D2L each week for online material to be completed in preparation for class.*

**Detailed Description of Class Content and Readings**

*You will notice a large number of assigned readings and/or media for each class. You are encouraged to do your best to review as many of the assigned materials as possible, even if you need to skim some of them to familiarize yourself with the essential topics and content. Given we will be utilizing time in class to work in groups (flipped design), the online “lectures” will be short and will assist in highlighting key concepts from the material. There will be opportunity to further explore the material during class time, as dialogue is a valued means of critical inquiry. In addition, the instructor may prompt students to search for a journal article prior to class related to an upcoming topic, and come prepared to cite the article share key points or conclusions with peers in order to enhance critical thinking, diverse perspectives, and exploration of the literature during class discussions. Additional recommended/optional readings and media may be posted on D2L for your consideration.*

**Week 1: October 31**  
Diagnosis, DSM and the Social Work Profession  

**Readings for 10/31:**  
* Read syllabus prior to class  


**Week 2: November 7**
Culture, context & ethics in diagnosis, biopsychosocial Model, Risk and Resilience and Strengths-based perspective, cultural considerations

**Readings for 11/7:**


**Week 3: November 14**
Neurodevelopmental Disorders
Disruptive, Impulse Control and Conduct Disorders

**Readings for 11/14:**


**Week 4: November 21**
Schizophrenia Spectrum and Other Psychotic Disorders
Bipolar and Related Disorders
Psychopharmacology: Principles, trends, types and the roles of Social Workers

**Required Readings for 11/21:**


**Week 5: December 5**  
Depressive Disorders & Suicidality  
Anxiety Disorders, Obsessive-Compulsive Disorders Trauma and Stressor-related Disorders  

**Required Readings for 12/5:**  

**Week 6: December 12**  
Feeding and Eating Disorders, Substance-related and Addictive Disorders

**Required Readings for 12/12:**  

**Week 7: December 19**  
Neurocognitive Disorders and Personality Disorders

**Required Readings for 12/19:**  

**V. Course Texts and Reading Materials**  
**Required Texts:**  

**Recommended (Optional) Texts (which may also be useful in future practice):**  

**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>

Assignments

Quizzes (4 total, 10 points each)  40 points
Group Presentation & Group Consultation  15 points
Comprehensive Diagnostic Assessment  25 points
Reflective writing papers (4 total, 5 points each)  20 points

Participation is essential to learning and will enhance the experience for the entire class. Each and every person brings knowledge, experience, and a worldview that will contribute to the growth and development of everyone in the class. Meaningful participation consists of utilizing readings and other assignments, integrating social work concepts with field and other experiences, engaging with your peers in critical inquiry and problem solving and providing descriptive feedback to your peers and the instructor. Your will not be graded on participation other than assignments identified above. However, the instructor will encourage all students to participate fully, and may utilize group facilitation strategies to engage individual students in discussion and exercises. If you have any questions, concerns, or discomfort with discussions or exercises in class, please contact me to discuss this, as it is important to me that the class is a positive, challenging, and enriching experience that will contribute to your future practice serving those in need effectively.

Assignments

Assignment #1: Reflective Writing Papers
Value: 5 points each (20 points total)
Length: 1-2 pages (maximum)

During the term, students will be prompted to write short (1-2 page) reflective papers related to a concept covered in the material or a discussion in class. The purpose of these papers will be to inspire further critical thinking and explore your perspective on the concept based on your previous experience, education, and information you have been exposed to, your reaction, and identify any assumptions or biases that may impact your work. Prompts for writing these papers may occur online preceding the class meeting, or during class. Students will have one week to submit the paper via D2L. The prompts for these papers will be determined based on instructor observations of concepts and topics that the class has engaged in meaningful discussion yet could benefit from further reflection and exploration on an individual basis. Student will be expected to think beyond the information presented and write about further insights and ideas you believe are important.

Focus of reflective papers may include, but are not limited to: Culture and values, biases and assumptions, ethical considerations, influence of the social environment, macro level factors on mental health treatment, mental health and social justice, etcetera.
Assignment #2: Quizzes (4 total)
Due: Weeks 4-7
Value: 10 points per quiz

Quizzes will be administered online via Learn@UW following class meeting 2. Questions will be worth 1 point each. Quizzes may contain a mix of multiple choice and true or false with 10 questions per quiz. Quizzes completed on Learn@UW will provide you with the opportunity to refer to your class materials.

Assignment #3: Case Presentations & Group Consultation
Due: Weeks 4-7
Value: 15 points

Beginning in week 4, students will begin presentation cases from the Corcoran & Walsh text in their groups that were established weeks 1 and 2. The presentation is an opportunity to demonstrate your understanding of human behavior and communicate your professional judgment in a creative way. Each group must prepare a presentation for their peers not to exceed 20-30 minutes. The presentation must contain each of the following, yet groups are encouraged to get creative:

- Brief overview of the case, including key factors for clinical attention. This should include strength-based and biopsychosocial perspectives, as well as human behavior in the social environment.
- Role-plays or demonstrations of client interviews, interactions with the social worker, family systems, etcetera that will engage the class in developing a better understanding of the client and his/her context.
- Groups may enhance the case example from the text by adding other factors or circumstances that will engage the class in understanding differential diagnosis, cultural factors, or how psycho-social stressors may influence client circumstances and require clinical attention.
- Groups will reference sources from the literature and/or course material that informed their presentation and will support critical thinking amongst their peers. Groups are encouraged to seek additional literature sources not assigned in class to offer multiple perspectives on the client situation.
- Following the presentation, the class will be divided into small “consultation” groups, and each member of the group who presented will join a peer group to simulate group consultation about the case presented, as though they are consulting with colleagues about his/her case (the group consultation process will be discussed in class). The purpose of the consultation is to discuss the assessment and formulation and discuss possible interventions, obtain feedback and perspective from peers/colleagues, and utilize the feedback to prepare for writing the diagnostic assessment assignment.
- During group consultation, the instructor may spontaneously have the group select a card describing an unforeseen an ethical dilemma or crisis related to the case for the group to address.
- After the consultation, the group will briefly discuss the whole experience and provide feedback to one another. Each student will provide feedback to the instructor on the assignment rubric, with descriptive comments or examples explaining his/her rating under each criterion.
- Students are encouraged to review the assignment rubric below to guide them in designing and developing their presentations.

Case Presentation & Consultation Peer Feedback:
*Presentations and role-plays will also be evaluated for respectful portrayal of the client(s), the use of client-centered, strength-based language, professional terminology, etcetera.

<table>
<thead>
<tr>
<th>Skill Demonstration</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>Evaluate ethical dilemmas related to problems and issues in mental health (in group presentation and consultation)</td>
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<tr>
<td>Identify and synthesize</td>
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</table>
information from multiple sources of knowledge on mental health disorders to understand practice issues related to the assessment and treatment of major mental illness (in group presentation and consultation)

Demonstrate understanding of how culture and values affect diverse conceptualizations and construction of mental health disorders and their treatment (in group presentation and consultation)

Critically evaluate and apply empirical research relevant to mental health problems (in group presentation and consultation)

Evaluate and apply knowledge of human behavior and the social environment to choose methods of intervention most appropriate to the treatment of mental disorders (during group consultation)

Demonstrate (through role play or activity) diverse strategies to engage with individuals, families and groups, related to the area of the assessment and treatment of mental health disorders.

Demonstrate ability to intervene at different levels (with and/or on behalf of individuals and families) to achieve the desired practice outcome related to mental health (identify possible client centered approaches, evidence based interventions during group consultation)

Assignment #4: Comprehensive Diagnostic Assessment
Due: December 12th
Value: 25 points

Case examples will be determined in agreement with the instructor be week 2 when group presentation dates are assigned. Students will be asked to write a provisional diagnostic formulation based on the information provided. Your case study should be completed in the following format using the headers in bold (below).

1. Introduction to the client
a. Name, age, race/ethnicity, gender identity

2. **Brief description of the presenting problem** (1-2 sentences)

3. **Signs and symptoms resulting in impairment** (DSM based)
   a. Social, occupational, affective, cognitive, physical difficulties
      i. Ex: “Social impairment as evidenced by….”

4. **History of presenting problem**
   a. Events, precipitating factors or incidents leading to need for services
   b. Frequency/duration/severity/cycling of symptoms
   c. Was there a clear time when symptoms worsened?
   d. Family mental health history

5. **BioPsychoSocial Considerations**
   a. Current family and significant relationships
   b. Childhood/Adolescent History
   c. Social Relationships
   d. Cultural/Ethnic Considerations
   e. Spiritual/Religious Considerations
   f. Legal Considerations
   g. Education
   h. Employment/Vocational
      i. Military
   j. Leisure/Recreational
   k. Physical Health

6. **Chemical Use History**

7. **Counseling/Prior Treatment History**

8. **Mental Status Exam** (needs to be in clinical language)
   a. Appearance
   b. Behavior
   c. Speech
   d. Affect/Mood
   e. Thought Content
   f. Thought Process
   g. Judgment/Insight

9. **Provisional Diagnosis:**
   a. Due to limited information, the diagnosis must be provisional. List the diagnosis or diagnoses you consider to be the most appropriate.

10. **Formulation**
    a. Summarize clinically relevant findings. Be sure to restate relevant signs and symptoms. Be sure to include all external/environmental and internal factors (i.e. endogenous: biological, hereditary, temperamental, sociocultural) that are relevant in the onset/cause and maintenance of the client’s problems.
    
    b. Provide a rationale for your provisional diagnosis(es) and specifiers. Convey how the diagnosis is a match for this individual. If you are weighing two or more different diagnoses, explain why or how you arrived at these. Discuss why one diagnosis might be a better match than the other. Note any rule/out diagnoses you think are pertinent and why.

    c. Note any strengths, resources, and expressions of resilience that may promote recovery.
    
    d. Discuss any ethical issues that may arise in the process of assessment and/or treatment with the client.

    e. If relevant, discuss how culture and values affect the assessment of the client’s needs/problems.

    f. Discuss further considerations. Provide detail on additional assessment information you need to inform the differential diagnosis process. Discuss possible diagnostic and psychosocial questions that are pertinent to raise in future meetings with the individual/collaterals.
Although you are using headers for the assignment, you may not use bullet points or list statements except in the mental status exam. Otherwise your discussion in each section should be in prose format. The quality, accuracy, clarity and organization of your writing will directly and significantly influence your grade. It is essential that you demonstrate mastery of diagnostic concepts in your formulation.

**Assignment Grading Criteria:**

<table>
<thead>
<tr>
<th>Thorough history and assessment (including mental status exam)</th>
<th>10 points</th>
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</thead>
<tbody>
<tr>
<td>Provisional Diagnosis</td>
<td>5 points</td>
</tr>
<tr>
<td>Formulation, including differential diagnosis</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>25 points</td>
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</tbody>
</table>

**General Comments:**

*All areas will be evaluated for the use of client-centered, strength-based language, professional terminology, etcetera.*

**Attendance Policy**

**Attendance**

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**

Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy.
- Instructors may also consider a significantly late arrival or early departure as an absence.

**Absence**

To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted.
- Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade.
  ~ The second unexcused absence will place the student at risk for failing the course.
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow-up plans.
- Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
- 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.
- 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.
- **Inclement Weather Policy**
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
If classes at one or both sites are cancelled by the Program Director and Co-Director, an alternative activity will be assigned, such as an online discussion forum, online media, or other form of engagement utilizing D2L.

Student Conduct

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.

Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf

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

Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students 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.
Standards of Conduct
Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW).

The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Plagiarism and other forms of cheating will be disciplined according to University procedures.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity.

If you have a concern that needs to be brought to the class’s attention, please speak with this instructor.

Electronics Policy
To minimize disruptions to class process cellular phones must be turned off during the class period. However, other electronic devices including laptops and Ipads will be heavily utilized at times in the course. Students are encouraged to bring these devices to class for use during class time. Taping of classes will be allowed only after full disclosure to the class that a tape recorder is operating.

Confidentiality
Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

Accommodations for Students with Disabilities
If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or a special accommodation in this class, please speak with me as soon as possible. I will be delighted to collaborate with you to design accommodations as needed to meet your learning needs and optimize your experience in the course. You may contact the McBurney Disability Resource Center regarding resources available to students with disabilities via email at mcburney@studentlife.wisc.edu or phone at 608-263-2741.

Late Work Policy
Due to the very compressed time-frame for this course, it will be imperative to submit all work on time. I do recognize that many students in the part-time program have other commitments and obligations that may impact overall workload, and that circumstances and life events can be unpredictable. Should you encounter circumstances that may impact your ability to submit an assignment on time, it is important to contact me as soon as possible to discuss alternative deadline/extension. An extension on an assignment will be considered when a student:

- Communicates with me prior to the due date
- Provides me with a reasonable explanation as to why the extension is necessary
• We come to an agreement about the extension and the deadline for when the assignment will be accepted (possible reduction in points will also be determined by the instructor at that time)

In the event of an unforeseen emergency or serious extenuating circumstances and you are unable to contact me prior to the deadline, explanation and documentation may be required for the assignment to be accepted for full credit and must be submitted in time to complete the course by the end of the term.

Incomplete Policy
A grade of Incomplete or “I” will not be given unless the student contacts the instructor and makes arrangements for making up the required work. Only emergency situations that prohibit a student from completing the course warrant a grade of “I”.

Grade Appeals/Grievance Policy:
A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook: http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf

Message from the instructor
I look forward to meeting all of you and getting to know what each of you brings to the classroom. This course will involve a significant amount of group interaction as we explore the content and take a critical look at the role of social work in the field of mental health. I hope that you will find the course to be engaging and dynamic as you prepare yourselves for advanced social work practice.

There will be an opportunity to give formal feedback at the end of semester. However, you will also be invited to provide informal feedback to me, and your peers, throughout the semester in order for us all to grow and develop from the experience.

I look forward to a shared learning experience with you!

Sincerely,

Mary E.H. Paulson