I. CATALOGUE DESCRIPTION
This course prepares students for leadership roles in mental health programs, agencies and organizations. It examines mental health policies and services that both influence care and treatment of persons with mental illness and shape mental health care systems, programs and services.

II. COURSE OVERVIEW
Social Work 836 is the required policies and services course for social work students in the mental health focus area. The purpose of the course is to prepare students for leadership roles in community mental health programs, agencies, and organizations, particularly those that serve the most disabled, disenfranchised, and economically disadvantaged individuals in our community. Students will be introduced to publicly funded systems of care that have evolved over time to address the needs of people with mental health problems.

Central to our inquiry is the question: How well are mental health services meeting the needs of oppressed and marginalized groups in our society who, in disproportionate numbers, struggle with mental health and/or substance abuse problems? What can you, as a social worker, do to advocate more effectively for and improve services to those who have traditionally been underserved, or poorly served, by existing systems of care?

The emphasis of this class is less on the particular conditions of individuals with mental illness but rather on how this country has responded over time in a systemic manner to those with a mental illness. In particular, we will examine how systems and subsystems have identified the causes of mental illness, defined what mental illness is, structured treatment approaches including the locus of treatment, implemented civil laws, and determined the financial responsibility of governments. We will explore a number of ethical questions of central importance to the social work profession and to social workers entering the field of mental health practice, including:

1. Who should be served by community mental health and substance abuse services?
2. What form should the services take?
3. Who should provide them?
4. How should such services be organized, financed, delivered and evaluated?

III. COURSE COMPETENCIES & PRACTICE BEHAVIORS & ASSIGNMENTS
Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:
<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(S) Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>1. Evaluate ethical dilemmas related to problems and issues in advanced practice</td>
<td>1. Reading Critique and Impressions, Discussion Leader Assignment, weekly discussions &amp; Policy Debate Assignment</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>1. Identify &amp; synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; 2. Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice;</td>
<td>1. &amp; 2. Policy Debate Assignment</td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>1. Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice</td>
<td>1. Reading Critique and Impressions &amp; Policy Debate Assignment</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>1. Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice</td>
<td>1. Reading Critique and Impressions &amp; Policy Debate Assignment</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>1. Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>1. Reading Critique and Impressions &amp; Policy Debate Assignment</td>
</tr>
<tr>
<td>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>1. Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice</td>
<td>1. Policy Debate Assignment</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>1. Assess the impact of historical and contemporary contexts on practice and policy in advanced practice</td>
<td>1. Reading Critique and Impressions &amp; Policy Debate Assignment</td>
</tr>
<tr>
<td></td>
<td>2. Engage in leadership roles</td>
<td>2. Policy Debate Assignment</td>
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### IV. COURSE CONTENT

To accomplish these competencies and practice behaviors, the course is organized into four modules. The first will focus on the history of care for the mentally ill in America and the cycles of reform from the early colonial period up to the present. This background will familiarize you with changes in the conceptualization and perceived causes of mental illness over time, changes in approaches to treatment, and the evolving role of social work and related mental health professions.
in the provision of such services. In the subsequent modules we will focus on a number of questions, beginning with: Who should be served by the specialty mental health and substance abuse services systems? What form should the services take and who should provide them? How should services be organized, financed and delivered?

The class is designed as a lecture class supplemented with small group discussions. The readings, lectures, discussions and papers are designed to help you grapple with these questions as you clarify your own interests in becoming a part of, and possibly a leader in, innovations in mental health services in America. Guest speakers who have expertise in programs, policies, and services related to mental health will provide a “real world” perspective on many of the issues covered in the readings.

CLASS SCHEDULE AND READING ASSIGNMENTS

Unit I. TREATING THE MENTALLY ILL IN AMERICA: AN HISTORICAL PERSPECTIVE ON CYCLES OF REFORM

The goal of this unit is to provide the context for modern mental health policies & services. Specifically, this unit will:

(1) provide students with historic background on the treatment of mental illness in America including early cycles of reform leading to the rise and fall of asylum-based care, the emergence of the community mental health movement, and the changing role of the federal government in setting policy and providing funding for state and local programs and services;

(2) familiarize students with the role that the social work profession, and social workers, have played in the evolution of, or response to, these movements; and

(3) outline some of the problems and opportunities that face social workers entering this work arena given the cultural and political “residue” from previous cycles of reform.

Week 1: September 10th
Focus: The first class session will begin with personal introductions and orientation to the course (i.e., review the syllabus, clarify course expectations, and plan for the course). We will explore early understandings and treatment of mental illness.

Required readings:


Week 2: September 17th
Focus: The beginnings of asylum-based care in America and the tragedy of asylum-based care, beginnings of psychiatric social work, and beginnings of the consumer movement.

Required readings:


**Week 3: September 24th**

**Due: Reading Critique and Impression**

**Focus:** From asylum to community: The impact of WWII and federal intervention on the provision of mental health care in the community, and Federal retrenchment, block grants, and devolution: Impact of the Reagan years on the nature and funding of mental health and substance abuse services.

**Required readings:**


**Optional:**


**Week 4: October 1st**

**Guest Presentation:** TBD

**Focus:** The community mental health and substance abuse systems in Wisconsin: Emerging models of treating mental illness in the community in the 1970s, 80s and 90s.

**Required readings:**


**Optional:**

**Teaching supplement:**
Audio Presentation: NPR story: Treatment addresses life with severe mental illness
Week 5: October 8th

Focus: Explore the community mental health and substance abuse systems in Wisconsin today. What services are currently mandated in Wisconsin? What are the state’s policies concerning client rights? The Department of Health Services material is part of the WI Administrative Code that further explains policies and procedures for carrying out the statutes. There are additional DHS chapters related to children’s services which you can find online.

Required readings:
State Alcohol, Drug Abuse, Developmental Disabilities, and Mental Health Act, Wisconsin State Statutes, Chapter 51 (updated & current through 2014). Note especially sections 51.001 to 51.03, 51.05, 51.07, the emergency detention and involuntary treatment sections (51.15 & 51.20), 51.30 (Access to treatment records), 51.42 to 51.421(3), 51.44, and 51.45 to 51.61.


Optional:
Protective Services System, Chapter 55 (current through 2010).
Emergency Mental Health Service Programs (DHS 34)
Comprehensive Community Services for Persons with Mental Disorders and Substance Use Disorders (DHS 36)
Community Mental Health and Developmental Disabilities (DHS 61)
Community Substance Abuse Standards (DHS 75)
Confidentiality of Treatment Records (DHS 92)
Patient Rights and the Resolution of Patient Grievances (DHS 94)

Teaching supplement:
Audio Presentation: Wisconsin Public Radio program featuring Jonathan Metzl

Unit II. WHO SHOULD BE SERVED IN COMMUNITY MENTAL HEALTH AND SUBSTANCE ABUSE PROGRAMS? ASSESSING THE NEED FOR AND ACCESS TO SERVICES

The objective for this unit is to familiarize students with:

(1) the link between early federal initiatives and subsequent research that attempted to assess the prevalence of mental and addictive disorders in the general population and assess the extent to which persons with such disorders were receiving care for their problems;

(2) the ongoing debate and policy implications of high need and relative low service utilization;

(3) the growing emphasis on addressing stigma in the community and treatment settings; and

(4) recognition of the intersection of marginalized statuses and inequities in access to quality care.

We will also explore the community mental health and substance abuse systems in Wisconsin today. What services are currently mandated in Wisconsin? What are the state’s policies concerning client rights? Chapters 51 & 55 represent laws passed by the legislature. The Department of Health
Services material is part of the WI Administrative Code that further explains policies and procedures for carrying out the statutes. There are additional DHS chapters related to children’s services which you can find online.

**Week 6: October 15**
**Guest Presentation: TBD**

**Focus:** Estimating the prevalence of mental and addictive disorders in the general population, and the importance of cultural context in identifying disorders: Implications for services and systems of care.


**Week 7: October 22**
**Due: Discussion Leader Assignment**

**Focus:** Disparities in access to mental health and substance abuse care: Who gets care and how do they get there?

**Required readings (Choose Two):**


**Unit III. WHAT FORM SHOULD THE SERVICES TAKE? EVOLVING SYSTEMS OF CARE FOR PEOPLE WITH MENTAL AND ADDICTIVE DISORDERS.**

The objective of this unit is to explore and understand the current “transformation” of community mental health services locally and nationally.

**Week 8: October 29**
**Policy Debate Groups and Topics selected**
Focus: Reducing barriers to care: Addressing the stigma of mental illness and addictive disorders and their impact on access to care.

Required readings:


Optional:


Week 9: November 5th

Guest Presentation: Shel Gross, Director of Public Policy, Mental Health America of Wisconsin

Focus: The recovery movement and community based services for people with mental illnesses: Best practice guidelines for the 21st century.

Required readings:


Optional:

**Week 10: November 12**

**Due: Policy Debate Outline**

**Focus:** The criminal justice system and mental health treatment, homelessness and mental illness.

**Required readings:**


**Teaching supplement:** Frontline: “The New Asylums” and “The Released”

**Unit IV. HOW SHOULD THE SERVICES BE ORGANIZED, FINANCED, AND DELIVERED?**

The objective of this unit is to help students grapple with, and understand, the realities of funding for mental health and addictive services in the current atmosphere of retrenchment and devolution of fiscal responsibility from the federal government to the states and reflect on the role of social work in the 21st century.

**Week 11: November 19**

**Focus:** Politics and the funding of mental health and substance abuse service systems. Ensuring both the survival of high quality, publicly funded mental health services and ongoing innovation: What keeps CEOs of non-profits up at night?

**Required readings:**


**[November 26 No class Thanksgiving Weekend]**

**Week 12: December 3**

**Due: Policy Debate Activity**

**Focus:** In-class group discussion on policy topics, including target population needs and potential policy improvements. Discuss final impressions of the book *The Protest Psychosis.*
Required readings:

**Week 13: December 10th**
Focus: The Affordable Care Act

Required readings:


**Week 14: December 17th**
*Due: Policy Proposal Assignment*

Focus: Ethical issues and areas of expertise for social workers in community mental health in the 21st century: Advocacy, collaboration, boundary spanning, and research. Wrap-up, review & class evaluation.

Required readings:


Optional:


V. COURSE TEXTS AND READING MATERIALS

Required text:

Other required readings will be available through Learn@UW. Readings may be added during the semester, and will be announced in class and posted on Learn@UW.
VI. EVALUATION OF STUDENT OUTCOMES

Grading and point system:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Criteria</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>A/B</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations</td>
</tr>
<tr>
<td>76-81</td>
<td>B/C</td>
<td>Meets expectations in some areas but is below expectations in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectation in most areas, not acceptable graduate level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectation in all areas</td>
</tr>
<tr>
<td>&lt;63</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Students will earn points toward their grade with the following:

- Class Participation: 10 points
- Reading Reward Quizzes: 20 points
- Reading Critique and Impression: 15 points
- Discussion Leader Assignment: 20 points
- Policy Debate Activity: 20 points
- Policy Proposal: 15 points

Total points: 100

Expectations:

Students are expected to:
- Attend every class and read required materials prior to the class
- Attend and actively participate in class discussions
- Complete all assignments by their due dates

If a student has a disability that may require accommodation to complete the course expectations, please discuss this with the instructor as soon as possible. If issues or barriers that impede learning arise, students are expected to bring these to the attention of the instructor.

The instructor is expected to:
- Be available to students to answer questions & hear concerns
- Create a supportive and open atmosphere conducive to learning
- Assure that course objectives are being met
- Assure that the class is accessible to all students

Assignments:

1. **Class Participation – worth 10 points**
   
   Your attendance, careful preparation, and active participation are paramount to your success in this course. Each student will be expected to participate in class activities to stimulate the thinking of others and to enhance your understanding of the material covered. Specific class participation activities will include: sharing knowledge of community resources, preparing
and participating actively in question and answer sessions with speakers, and engaging in small group activities with peers. Respectful consideration for differing opinions of others is expected.

2. **Reading Reward Quizzes – 4 quizzes total; each worth 5 points**
   Three multiple-choice pop quizzes during the semester that will assess your understanding of the week’s readings. One multiple-choice quiz on the Metzl reading.

3. **Reading Critique and Impressions – Due 09/24/16 (15 Points)**

   Grob Chapters 8 - 10

   The paper will be 3-4 pages in length. It should be double-spaced, 12-point font, and standard (i.e., one inch) margins.

   In this paper, you should **formally and critically evaluate (not summarize)** what you have read and respond by discussing the following:

   a. What is the focus of the reading?
   b. Does the reading take into consideration individuals of diverse backgrounds (with respect to gender, ethnicity, culture, spirituality, sexual orientation, etc.)? If so, how? If not, what are the implications of this?
   c. What question(s) do you feel the reading should have addressed, but did not? Explain why you feel your question(s) should have been addressed.
   d. In what ways did the reading influence your perspective for social work practice or policy? Be specific and make a connection between the reading and your perspective.

   You should use in-text citations and include a reference list.

4. **Discussion Leader Assignment - Discussion will take place in class on 10/22/16. (20 points)**

   This discussion assignment will involve the assigned readings for Week 7 on the disparities in access to mental health and substance abuse services. You will be leading a portion of a small group discussion - about 10 minutes long.

   Each student in a group will select one of the journal articles as the focus for this assignment. You will be responsible for leading a student discussion, in response to your selected article. The following ideas should be prepared, in order to lead the discussion:

   As it relates to the article you have selected:
   A. What disparities in services does this article point to?
   B. Can these disparities be generalized to other groups of diverse backgrounds (with respect to gender ethnicity, culture, spirituality or sexual orientation)? If so, how?
   C. What questions do you feel the reading should have addressed, but did not?
D. In what ways will this article influence your perspective for social work practice or policy?
E. You will need to formulate one question of your own, in order to facilitate your small group’s discussion. The question should help students discuss ethical dilemmas related to the provision of mental health programs and services, and the disparities in how these services are delivered, as well as which policies lead to oppression of or discrimination against certain groups.

You will turn in a written outline of your answers to these questions and include the one question you formulated to facilitate discussion. **These do not need to be formally written, but do need to be handed in on 10/22/16.**

Your points will be awarded based on evaluations from your group members rating your preparation, organization, ability to lead discussion and how effective your question was in stimulating discussion, as well as your own observations about your participation in the small group discussion.

5. **Policy Debate Assignment – Outline due 11/12/16 and debate will take place in class on 12/3/16 (20 points)**

On 10/29/16, you will match up into groups of two to three. Your group will select one of the provided articles on a current policy issue. Articles other than those provided may be selected with approval of the instructor. Each member of your group will select a viewpoint based on the content of your chosen issue. Your viewpoints should be sufficiently different to allow for a meaningful debate.

You will individually research your viewpoint to provide supporting evidence. Your points can include material covered through this class’s readings, lecture, discussions, or from other articles you find as part of your research. You will write an informal outline of your viewpoint and the supporting evidence that will assist you in the debate activity. Use the following as a guide to summarize and refine your ideas:

1) Begin by specifying the target population and the needs of this target population related to your chosen policy article.
   - Data that identifies the number of individuals who fall within your target population
   - Data describing the special problems members of this target population face that warrant some type of intervention.
   - Justification of your decision to focus upon this particular target population by providing some evidence, appropriately cited, that supports your conclusion that this is, indeed, a significant community problem calling for some type of intervention on the part of mental health/substance abuse professionals.

2) Your second task is to gather data on policies or programs that have been designed to address the mental health needs of the target population. You may wish to break this
section down into several subsections that address some or all of the following questions:

- What policies at the federal, state, or local level have evolved, if any, that specifically address the problems of this target population? What is the intention of this policy (e.g., client safety, public safety, fiscal, etc.)?
- What services and/or programs have been developed to serve the problems of this target population?
- What evidence is there that the services and/or programs have been effective in reducing, or mitigating the harmful effects of, the problems faced by the target population?
- What adverse effects, if any, have the proposed solutions had on the target population?

References - Conclude your outline with a list of references that you will use to support your arguments and position.

Please submit the informal outline by 11/12/16 so that you can receive feedback on your outline via email from the instructor prior to the Policy Debate Activity.

Policy Debate Activity – 12/3/16

The class will be split into sections of multiple debate groups. Attempts will be made to keep the debate groups’ chosen topic diverse within the sections.

- Each debate group will be given 20 - 30 minutes to conduct an informal policy debate on the selected topic. Individuals should use the outline they turned in the prior week, including any feedback or modifications made since.
- Group members can choose the format of the debate. For example, groups may choose to allow individual members a certain amount of time to cover a portion of their viewpoint before proceeding to the next member. Debates could also be conducted in a more informal, discussion format.
- While one debate group is active, the other group(s) in the section will be observing so that they are able to provide an evaluation to groups on various areas. These evaluations will be included as part of the grade for this activity.
- Group members will provide a self-evaluation on themselves, including identifying any changes to their viewpoint based on the debate content.

6. Policy Proposal Assignment – 12/17/16 (15 points)

The paper will be 3-4 pages in length. It should be double-spaced, 12-point font, and standard (i.e., one inch) margins.

Your last task is to write a paper recommending your policy and/or program that will serve the needs of this target population more effectively in the future. You will be writing this proposal with the target audience of stakeholders, such as a hospital board, board of
directors, a county board or midlevel managers/supervisors. Keep in mind that these stakeholders are rarely social workers themselves.

1) Definition of the Problem
You should begin by specifying the target population and what you see as the most pressing needs of this target population. Using your outline from the first part of this assignment, provide descriptive data that identifies the number of individuals who fall within your target population, as well as data describing the special problems members of this target population face that warrant some type of community intervention. Attempt to justify your decision to focus upon this particular target population by providing some evidence, appropriately cited, that supports your conclusion that this is, indeed, a significant community problem calling for some type of intervention on the part of mental health/substance abuse professionals.

2) Your Proposal to Address Problem
You may wish to consider a number of different approaches, including:

- a needs assessment if you don’t think enough is known about the target population or its relevant problems/unmet needs
- the development of certain experimental or pilot programs or service components whose efficacy could be evaluated for a period of time before a widespread program is implemented
- the continuation of existing programs with additional program modifications or embellishments
- procedures for evaluating the effectiveness of existing program elements or program elements that you would recommend.

You can also consider shifting to a preventive intervention, rather than a new form of treatment. This is where you have an opportunity to think creatively about the problem and how you might go about solving it.

In describing your proposal, you are encouraged to use information that arose during the previous debate activity.

3) References
Conclude your paper with a list of references that you use to support your arguments and position. You should be using 3 - 4 pieces of reading material including articles, book chapters, and (credible) internet citations. Finally, you should use the American Psychological Association’s Publication Manual (6th edition) as a guide in preparing your reference list and citing resource material in the text of your paper.

VII. COURSE POLICIES

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.
- Absences:
  ~ One absence per semester is allowed with no makeup assignment/presentation.
  ~ Second absence will require in class presentation on course material that was missed.
  ~ Third absence will result in a student’s grade being dropped one full grade.
  ~ Fourth absence will place the student at risk for failing the course.
- A second absence will require a make-up assignment that includes an in class presentation for the student to demonstrate understanding of the missed content. The make-up presentation will include an 8-10 minute presentation that summarizes the readings from class to incorporate the content into practice. The make-up presentation is to be scheduled within 2 weeks of the missed class and is the responsibility of the student.
- 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.

**Assignment Policy**

**Reading Assignments:** You are expected to have read 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.

**Written Assignment Policy:** All written assignments are to be completed in Microsoft Word. Always 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). Students must format these assignments using **one-inch margins, double-spacing,** and a **Times New Roman 12-point font.** Headings should **NOT**
be placed in the body of the paper unless indicated. You must use correct APA format for citations; consult the UW writing center’s guide for APA formatting (http://writing.wisc.edu/Handbook/DocAPA.html). When required to use references, you must use peer-reviewed journals. **Websites may only be used with prior approval from the instructor.** Failure to comply with these expectations will result in a loss of points.

**Criteria for Assignments**
Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1) Validity, relevance, support of main points, ability to consider other perspectives.
2) Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3) Organization, clarity, logical flow, completed as required.
4) Has an introduction and conclusion, unless otherwise stated.
5) Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6) Has **depth**, includes critical evaluation, is integrative-looks at the whole.
7) Appropriate grammar, spelling, format, etc.

Assignments are due at the beginning of class.

**Note about grading:** Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your responsibility to bring this to my attention in a timely manner. 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 with specific attention to the three points raised above and I will give your appeal my careful attention.

**Late Assignment Policy:**
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date for approval to submit late. **Unapproved late assignments will be marked down three points for each day they are late with no exceptions.** You are required to contact the instructor if you will be handing in a paper late. The instructor will **NOT** contact you if an assignment is not received.

**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

**Student Behavior Policy**
In order to learn, we must be open to the views of people different from ourselves. Each and very 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.

**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.

**Students with Disabilities**
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

**Technology Policy**

- **Cellular Phones and Pagers**
  Please turn off cellular phones and pagers when class begins. If you are expecting an important call, please sit near the door, as you may not use your phone in the classroom. You will be required to step outside into the hall prior to answering the call or text message. If you plan to leave your cell phone or pager on, please let me know and announce that to the class before class begins. Please select a seat near the door to minimize class disruption. Phone use of any kind is prohibited during class.

- **Laptops and Tablets**
The use of laptops and tablets for classroom purposes (e.g., accessing readings, taking notes, referencing relevant current events) is encouraged. Computing devices can only be used for classroom purposes. Students who use them for any other purpose during class will be asked to leave and will not be allowed to have their devices in class again.