I. Catalogue Description
End-of-Life: Implications and Challenges for Practice is an elective course. This course focuses on social work practice with children, adolescents, adults and elders who have a terminal illness, as well as their families.

II. Course Overview
This three-part course is designed to provide the knowledge base and practice skills necessary for working effectively with terminally ill individuals of all ages and their families. In Part 1, background information is provided on the shifting patterns of death and dying throughout American history, the theories constructed to assist professionals caring for terminally ill individuals, and the various end-of-life models of care. In Part 2, students are provided with opportunities via readings, discussions and exercises to develop a self-awareness of the values and beliefs they hold towards dying and death. Developing this self-awareness is key to working effectively with terminally ill individuals and their families. In Part 3, knowledge and practice skills are covered regarding the assessment and fulfillment of the psychosocial, spiritual and cultural needs of children, adolescents, adults and elders who have a terminal illness, as well as their families. Students will grapple with ethical issues that surface at end-of-life, learn about the types of grief, and develop skills for mediating and facilitating final planning for dying and death.

III. Course Content

Week 1: January 17
Topic:
- Overview of Course, Syllabus & Grading
- Goals of Dying & Death Education
- Course Terminology
PART 1: Background Information

Required Reading: Introducing Death Awareness: Introduction and Background in Final Gifts, pages 1-63

Week 2: January 24

Topic: History of Dying and Death in the United States
- Dying Trajectories & Legal Battles
- Self-Determination & Social Work’s Growing Role

Required Readings:
- Social Work in End-of-Life and Palliative Care: Chapter 1, pp. 1-18.

Week 3: January 31

Topic: Coping With Dying & Death: Theoretical Approaches
- End-of-Life Theories
- Integrating Theory into Practice

Required Readings:

Week 4: February 7

Topic: End-of-Life Models of Care
- Definitions & Goals
- Strengths and Limitations

Required Readings:
Week 5: February 14
CRITICAL FILM PAPER DUE

Topic: The Dying Experience
- Physical, Spiritual & Psychosocial Symptoms
- Signs and Symptoms of Active Dying

Required Readings:
~ Social Work in End-of-Life and Palliative Care: Chapter 2, pgs. 19-42.

PART 2: Self-Awareness

Required Reading: Introducing Death Awareness: What I am Experiencing in Final Gifts, pages 65-124

Week 6: February 21

Topic: Coping With Dying & Death: The Professional, Part 1
- Self-Awareness
- Beliefs, Values and Behaviors
- Ethical Dilemmas & Boundary Setting

Required Readings:

Week 7: February 28

OBITUARY & PAPER DUE

Topic: Coping With Dying & Death: The Professional, Part 2
- Professional Power Differentials
- Caring for Self
Required Readings:

**Week 8: March 7**
*ADVANCE DIRECTIVE & PAPER DUE*

**Topic:** Coping With Dying & Death: The Professional, Part 3
- Comfort with End-of-Life Planning
- Cultural Self-Reflection

Required Readings:

**PART 3: Practice Skills**
Required Reading: Introducing Death Awareness: What I Need for a Peaceful Death in *Final Gifts*, Pages 125-218

**Week 9: March 14**
**Topic:** Ethical Issues
- Confidentiality, Autonomy & Self-determination
- Withdrawing or Withholding of Treatment
- Palliative Sedation
- Physician-Assisted Suicide

Required Readings:
~ *Social Work in End-of-Life and Palliative Care*: Chapter 8, pgs. 179-195.

**Week 10: March 21**
No Class – Spring Break!
Week 11: March 28
ETHICAL ISSUE PAPER TOPIC APPROVED
Guest Speaker: Jessica Shiveler, LCSW

Topic: Children, Adolescents & Family
- Communication Strategies
- Effective Practice Strategies

Required Readings:

Week 12: April 4
Topic: Communication
- Decisions require information
- Difficult conversations
- Communication & culture
- Effective Practice Strategies

Required Readings:
~ Social Work in End-of-Life and Palliative Care: Chapter 3, pgs. 43-62.

Week 13: April 11
ETHICAL ISSUE PAPER DUE
Topic: Psychosocial and Spiritual Assessment
- Person-in-Environment Approach & Assessment
- Identifying Goals, Resource Acquisition, Advocacy & Empowerment
- Effective Practice Strategies
Required Readings:
~ *Social Work in End-of-Life and Palliative Care*: Chapter 4, pgs. 63-89.

Week 14: April 18
Topic: Interventions
Required Readings:
~ *Social Work in End-of-Life and Palliative Care*: Chapter 5, pgs. 90-123.

Week 15: April 25
Topic: Violent & Sudden Death
- Trauma
- Effective Practice Strategies
Required Readings:

Week 16: May 2
Topic: Grief & Bereavement
- Types of Grief
- Grief versus Depression
- Effective Practice Strategies
Required Readings:

~ FINAL REFLECTION PAPER DUE BY NOON ON MAY 4
IV. Course Texts and Reading Materials

Required Texts and Readings:
- Required articles can be found on the Learn@UW course website

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

Grading Scale & Standards:

<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, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations 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-level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimum expectations in all areas</td>
</tr>
</tbody>
</table>

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Film Discussion Paper</td>
<td>Week 5: February 14</td>
<td>25 points</td>
</tr>
<tr>
<td>Obituary</td>
<td>Week 7: February 28</td>
<td>15 points</td>
</tr>
<tr>
<td>Advance Directive &amp; Paper</td>
<td>Week 8: March 7</td>
<td>15 points</td>
</tr>
<tr>
<td>Ethical Issue Paper</td>
<td>Week 13: April 11</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>Week 16: May 4</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Assignment Instructions & Grading Rubrics:

1. Attendance & Class Participation Policy
   In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning of class and I will note your level of participation. If you are unable to attend class, please email me prior to class so you can receive an excused absence; you may receive no more than two excused absences per semester. Two points will be deducted from your grade for each unexcused absence incurred.

2. Critical Film Discussion Paper
   **Purpose of Assignment**
   A key goal of this course is to provide you with a deeper awareness and understanding of the contemporary end of life issues; however, it is not possible to cover all issues in class lectures and required readings. This assignment affords you the opportunity to choose and learn more about a particular issue of interest to you, and to do so through the medium of films. Oftentimes when issues are presented in a classroom environment, the emotional component and voices
of those experiencing the issue can be lost. Films, however, tend to capture these missing components. It is also key that you learn to make the connection between your 1) experience outside the classroom (e.g. field work, volunteer work and personal) and 2) knowledge gained in the classroom through lectures required readings, a skill referred to as triangulation. This assignment will allow you to learn more about a particular issue and the art of triangulation.

**Assignment Instructions**
A list of films will be provided and you must obtain approval regarding your choice. Once you have received this approval, you can begin working on your paper. Undergraduate students are required to write a 4-page minimum to 5-page maximum paper and graduate students a 5-page minimum to 6-page maximum paper. Please remember that this is not a film review; rather, it is a thoughtful and critical discussion of the material. Be certain to adhere to the Writing Assignment Requirements listed below at the end of all the assignment descriptions.

In your paper, please cover the following areas. It is recommended that you use headings (main bullets below) in your paper in order to increase the readability of it.

- **Introduction**
- **Brief summary of the film**
- **Discussion:** should cover 1) new knowledge and insights you gained, 2) questions with which you were left; and 3) connections between your film, knowledge gained through classroom lectures and required readings, and your service learning experience (triangulation)
  - The above three items can be discussed in no particular order
- **Implications for social work practice and policy**
- **Conclusion**
  - Weave threads of your discussion together such that your reader has a sense of closure

**Assignment Due Dates**
If you choose a film that is not on the list, you must obtain approval for your choice no later than January 31, and the completed paper placed in the Learn@UW dropbox on February 14 prior to the beginning of class. You can earn up to 25 points on this assignment.

3. Obituary

**Purpose of Assignment**
An obituary is a very short story of one’s life and includes key points defining that life. The clients to whom palliative and hospice social workers provide care at end of life are faced with their dying and subsequent death, and often reflect on what has defined their life and legacy. This assignment seeks to give you a glimpse into what terminally ill clients may be thinking about as they are dying and preparing for their death. It also provides you with an opportunity to gain an awareness of your emotions, values and beliefs regarding dying and death.

**Assignment Instructions**
Below, I have provided standard format guidelines often used in writing an obituary. Today’s obituaries, however, are often longer and focused more on less tangible accomplishments and so I have also included a sample of a more creative obituary. You are welcome to be creative in this assignment. For example, you can type your obituary up in a newspaper column format.
Your grade for the obituary will be based on meeting the deadline, following instructions and, most importantly, the effort exhibited in regards to reflection in writing it.

You will also be required to write a full two page paper reflecting on what the experience was like for you and for anyone else you may have involved (e.g., family, friends, etc.). You will be graded on your critical thinking, depth of reflection, and writing. Be certain to adhere to the Writing Assignment Requirements listed below at the end of all assignments.

Assignment Due Date
Your cover sheet, obituary and paper are to be uploaded to the dropbox prior to the start of class on February 28. **In addition, please bring a copy of your obituary to class that same day.** You can earn up to 15 points for this assignment.

Standard Format:
- Lead paragraph
  - Include deceased person’s name (you) & one or two key points from your life
- Paragraph 2
  - Elaborate points from first paragraph & why they were important to you, your family, friends and community
- Paragraph 3
  - Discuss your life journey and the different milestones along the way
- Paragraph 4
  - Note honors and awards, discuss survivors, provide visitation, funeral and burial site information, and memorial contributions

Creative Format:

**John J. Jones**

John Jones, 63, of Black River, passed away December 25, 2003. He was the son of Randall and Sue Jones, both deceased. He is survived by his brother James, his nephew Trevor, and many loving relatives and friends.

He graduated from Calvin High School in Black River, completed his bachelor’s degree at Black River University, and his law degree at the University of North Dakota. He was in the United States Navy Reserves for twenty-seven years; five of those years on active duty including two tours in Vietnam. His last position in the service was Commander of a Reserve navy SEAL Unit in Black River, North Dakota. He recently retired after a long and successful career as an attorney at law.

John was a cultured and enlightened gentleman with religious values and honor, frequently quoting Shakespeare, traits not often found among men of this day and age. His hobbies included chess, photography, and travel. He was the family genealogist, traveling to Ireland in support of these endeavors. There is now a void in the community of man. He is missed.

Arrangements are pending with Jackson Funeral Home, 5800 W. Main, Black River, 423-7890.
4. **Advance Directive**

*Purpose of Assignment*
Palliative care and hospice social workers are often tasked with assisting clients in the completion of an Advance Directive, which can be an emotional experience for the client. This assignment requires that you complete your own Advance Directive so that you can not only gain some awareness of what a client may feel in completing their directive, but also experience another opportunity to further develop an awareness of your emotions, values and beliefs regarding dying and death.

*Assignment Instructions*
I will provide you with the Five Wishes advance directive document to complete. I will not read your completed directive, as I feel this document is private. When you turn in the document, I will quickly glance through it only to determine that it has been completed. Please note that for this class assignment you need not have witnesses sign your document.

You will also be required to write a full two page paper reflecting on what the experience was like for you and for anyone else you may have involved in your process (e.g., family, friends, etc.). In your discussion, include your thoughts about the use of the Five Wishes directive versus the standard state version. You will be graded on your critical thinking, depth of reflection, and writing. Be certain to adhere to the Writing Assignment Requirements listed below at the end of all the assignment descriptions.

*Assignment Due Date*
Papers (not the advance directive document) are to be uploaded to the dropbox prior to the start of class on March 7. **In addition to uploading your paper, please bring a copy to class that same day, along with your completed advance directive.** You can earn up to 15 points for this assignment.

5. **Ethical Issues in End-of-Life Paper**

*Purpose of Assignment*
Palliative care and hospice social workers regularly face ethical issues in their daily practice. Due to public health improvements and advances in medicine, people now live longer than ever before. Often, the result is that individuals who would have died a natural death are faced with difficult end-of-life decisions, as are their family members when the individual can no longer make decisions for themselves. It is important that social workers gain a deeper understanding of the ethical issues that will present themselves when providing care to terminally ill individuals and their family members. Although we will discuss many of these issues in class, I also want you to have the opportunity to choose one about which you have an interest and the desire to learn more: this ethical issues paper will allow you to do so.

*Assignment Instructions*
You must first obtain approval regarding your choice of an ethical issue pertinent to the practice of social work and end-of-life care. Once you have received this approval, then you can begin working on your paper. Undergraduate students are required to write a 5-page minimum to 6-page maximum paper and graduate students a 6-page minimum to 7-page maximum paper.
Below is a suggested outline for your Ethics paper. I recommend you use the main five sections as headings in order to increase the readability of your paper.

1. Introduction (One paragraph)
   A. Identify and briefly describe the ethical issue your paper will address.
   B. Document the nature or extent of the issue with a few basic descriptive statistics.
   C. Answer the “So what?” question; that is, why is this issue important? Also, talk about what is the issue’s relevance to social work practice.
   D. State the purpose of your paper.
   E. What will be accomplished in the discussion that follows? Briefly list the issues that will be discussed.

2. Literature Review
   A. Overview of the state of the literature
      1) About 2 - 3 sentences
      2) Has a lot of work been done in this area?
      3) Is there much controversy?
      4) Make a couple of global statements about general state of the knowledge base.
   B. Review the pros and cons related to your ethical issue.
      1) You cannot address all the pros and cons in the literature; instead, you must select two - three of each that you feel are the most salient.
      2) The rest of the discussion should be geared specifically toward the pros and cons you have identified.
      3) Make your specific point about a pro or con in the literature first. Then use specific studies to illustrate your point. Do not regurgitate the studies, though - synthesize them.
      4) As social workers we are dedicated to addressing issues of social injustice and so it is important to address the role of oppression, economic deprivation or discrimination.

3. Personal Stance on Issue
   A. Having reviewed the literature, discuss what you feel is your stance on the issue, and the values and beliefs you hold that lead you to take this position.
   B. This section is written in first person (using “I”).

4. Potential Impact on Social Work Practice
   A. Discuss how your position on the issue may impact your policy work (for those of you who do not plan to work directly with clients) or your practice with clients and family members (for those of you who do plan to do direct practice) facing this ethical issue.
   B. This section is written in first person (using “I”).

5. Conclusion
   A. Synthesize rather than simply summarize.
   B. You can refer back to the main theme presented in your introduction (brings your reader full circle), briefly summarize main points of your paper, note any new insights you may have gained, and discuss implications for social work practice.

You may not use articles or book chapters assigned to you for this course as reference materials for your paper, nor any newspaper or magazine articles. Your sources should be from journals.
and books (non-social work and social work). I prefer that you do not use websites; however, if you feel it is unavoidable, you will need to obtain my approval. You must use APA (Sixth Edition) style for your paper formatting, citing & references. In order to insure that your use of APA style is accurate, please refer to the UW-Madison Writing Center’s APA website: http://writing.wisc.edu/Handbook/DocAPA.html

Assignment Due Date
You must 1) have obtained approval regarding your choice of an ethical issue by March 28 and 2) have uploaded your completed paper to the dropbox prior to the start of class on April 11. Two points will be deducted if your topic approval is obtained after the deadline. You can earn up to 25 points on your paper.

6. Final Reflection Paper

Purpose of Assignment
This course sought to increase your knowledge base and practice skills necessary for working effectively with terminally ill individuals and their families. This assignment provides you with the space to reflect back on this semester and your learning process. In an essay format, please answer the following questions:

 How has this class increased your awareness of the values and beliefs you hold toward dying and death?
 How do you feel these values and beliefs might affect your work with terminally ill individuals and their families?
 How has this course increased your awareness of the role culture plays in insuring a quality dying process for terminally ill individuals and their families?
 Has your comfort level with the topic of death and dying changed? Please explain how or how not.
 What aspects of the course did you find to be most valuable and why? What aspects of the course did you find to be least valuable and why?

Assignment Instructions
Both undergraduate and graduate students are required to write a full four-page paper. You will be graded on your critical thinking, depth of reflection, answering all questions and writing. Be certain to adhere to the Writing Assignment Requirements listed below at the end of all assignments.

Assignment Due Dates
You must upload your paper to the dropbox no later than NOON on May 4th. You can earn up to 20 points on your paper.

Writing Assignment Requirements:
All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:

Papers Must:
 Use one-inch margins
 Use Times New Roman 1 2-pointfont
 Be double-spaced and each new paragraph indented ½ inch
- Use page numbers for all assignments
- Be spell and grammar checked
- 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 place this information on the first page of your paper
- Use APA style when citing and referencing

**Paper Organization:**
- Each paper must include an introduction and conclusion
- Each paper must have a logical flow from introduction to conclusion
- Each paragraph must have a clear and concise topic sentence that reflects the content of the paragraph it introduces
- Paragraphs must have smooth transitions from one to the next
- A consistent tense must be used throughout the paper

**Do Not:**
- Use contractions (for example: don’t, can’t)
- Use quotes from articles read, unless it is a 2-3 word phrase not easily put into other words
- Be repetitious in your writing
- Use run-on sentences
- Use too many prepositional phrases or end sentences in prepositions (for example: with, of)

**Do:**
- Think critically when writing
- Write with depth – avoid superficial statements
- Be reflective
- Be succinct
- Connect your assignment to class discussions, course readings and related experience outside of the classroom

**Suggestion:**
Set your word processing application’s Spelling & Grammar Checker to a more stringent level. Below is an example of how to do so in Microsoft Word 2013.
1. Open a new or recently saved document in Word
2. Click on File on the menu bar
3. Click on Options (selection at the bottom of list)
4. Click on Proofing (third selection down), which is located on the vertical menu bar on the left-hand side of the page
5. In the new dialogue box that opens, look under the section entitled When Correcting Spelling and Grammar in Word and you will see Writing Style. Using the down-arrow, change the Writing Style from Grammar to Grammar & Style
6. To the right of the Grammar & Style Choice box is a button marked Settings – click on it
7. In the new dialogue box under the Grammar Section, make sure all the boxes are checked
8. Under the Style Section, make sure that all boxes are checked except for Passive Sentences and Use of First Person
9. Click on OK until you are back to your Word document
10. Your spelling and grammar checked are now set!
Grading Questions & Issues:
Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn 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, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

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

Use of Electronic Devices in the Classroom
Research (University of Michigan Center for Research on Learning and Teaching, 2010; Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of such devices (e.g., laptops, smartphones, ipads, etc.) is prohibited. These devices must be turned off and stored before the beginning of class.

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.

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.

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. Unapproved late assignments will be marked down three points for each day they are late.

Student Behavior & Classroom Climate Policy
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 that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your 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.
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 and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

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.

Plagiarism
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.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

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: 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

VII. Course Competencies, Practice Behaviors & Assignments

A special note for social work students:
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 10 core areas. Competency is achieved through the attainment of measureable practice behaviors learned through classroom and field experiences, and which are derived from social work knowledge, values and skills.

SW648 is an elective course. Social Work students will find that this course contributes to their achievement of the core competencies as follows:

<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>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>- Practice personal reflection and self-correction to assure continual professional development</td>
<td>Journaling, Obituary &amp; Advance Directives</td>
</tr>
</tbody>
</table>
| 2.1.2 Apply social work ethical principles to guide professional practice | - Recognize and manage personal values in a way that allows professional values to guide practice  
- Tolerating ambiguity in resolving ethical conflicts | Journaling & Ethical Issue Paper |
<table>
<thead>
<tr>
<th>2.1.3</th>
<th>Apply critical thinking to inform and communicate professional judgments</th>
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<tbody>
<tr>
<td></td>
<td>▪ Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td></td>
<td>▪ Use effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<tr>
<td></td>
<td>Critical Reflection Papers &amp; In-Class Activities</td>
</tr>
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<table>
<thead>
<tr>
<th>2.1.4</th>
<th>Engage diversity and difference in practice</th>
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<tr>
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<td>▪ Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
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<td></td>
<td>▪ Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<td></td>
<td>Critical Reflection &amp; Ethical Issue Papers</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2.1.5</th>
<th>Advance human rights and social and economic justice</th>
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<tbody>
<tr>
<td></td>
<td>▪ Understand the forms and mechanisms of oppression and discrimination</td>
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<tr>
<td></td>
<td>▪ Engage in practices that advance social and economic justice</td>
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<td></td>
<td>Critical Reflection, Ethical Issue Papers &amp; In-Class Activities</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>2.1.7</th>
<th>Apply knowledge of human behavior and the social environment</th>
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<tbody>
<tr>
<td></td>
<td>▪ Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
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<tr>
<td></td>
<td>▪ Critique and apply knowledge to understand person and environment</td>
</tr>
<tr>
<td></td>
<td>Both: Critical Reflection &amp; Ethical Issue Papers</td>
</tr>
</tbody>
</table>