I. Course Overview
This generalist course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to The Diagnostic and Statistical Manual of Mental Disorders-5 (APA, 2013) as the organizing framework for reviewing major mental disorders and a critique of the current “medical model” approach to mental health in the United States. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy. This generalist course aims to convey a knowledge base in, and orientation to, psychopathology, as preparation for advanced social work practice. A focus on the identification and description of mental disorders, and what is known (and not known) about their social context and etiology (biological, psychological and socio-cultural factors) will be a major component of the course. In addition, exploration of issues of diversity related to diagnosis and treatment of specific mental disorder categories as well as how this material impacts and impinges on mental health policies and services.

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

III. 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>2.1.1 Identify as a professional social worker and conduct oneself accordingly</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>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>* Evaluate ethical dilemmas related to problems and issues in mental health</td>
<td>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>2.1.3 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>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>2.1.4 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>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>* Critically evaluate and apply empirical research relevant to mental health problems</td>
<td>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>* Evaluate and apply knowledge of human behavior and the social environment to choose methods of intervention most appropriate to the treatment of mental disorders</td>
<td>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>2.1.10a Engage with individuals, families, groups, organizations, and communities</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>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>2.1.10b 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>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>2.1.10c 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>Reflective Papers 1-5 Exam 1 &amp; 2</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| 1 | June 4 | ~ Syllabus Review  
~ Stigma in Mental Health  
~ Biopsychosocial Risk and Protective Factors in Mental Health  
~ The Health and Mental Health Care Systems and Access to Care |
| 2 | June 11 | ~ Diagnosis and the Social Work Profession  
~ Introduction to the DSM and Limitations  
~ Mental Status Examination  
~ Cultural Considerations in Mental Health  
~ The Cultural Formulation Interview  
Reflective Writing # 1 Due by start of class |
| 3 | June 18 | ~ Neurodevelopmental Disorders: Autism Spectrum Disorder; ADHD  
~ Disruptive, Impulse Control and Conduct Disorders: Oppositional Defiant Disorder; Conduct Disorder  
Reflective Writing # 2 Due by start of class |
| 4 | June 25 | ~ Schizophrenia Spectrum and Other Psychotic Disorders  
~ Racial Disparities in the Diagnosis of Schizophrenia  
~ Social Work and Psychopharmacotherapy  
Reflective Writing # 3 Due by start of class |
| 5 | July 9 | ~ Depressive Disorders  
~ Depression in a Person-in-Environment Context  
~ Suicide Risk Among Marginalized Populations  
~ Bipolar and Related Disorders  
Exam 1 (Chapter 1-5 & 10) at start of class |
| 6 | July 16 | ~ Anxiety Disorders  
~ Obsessive-Compulsive Disorders  
~ Trauma and Stressor-related Disorders  
~ The Trauma of Racism  
Reflective Writing # 4 Due by start of class |
| 7 | July 23 | ~ Substance-related and Addictive Disorders  
~ Racial and Class Disparities in America’s Response to Addiction  
~ Eating Disorders  
Reflective Writing # 5 Due by start of class |
| 8 | July 30 | ~ Gender Dysphoria  
~ Neurocognitive Disorder: Alzheimer’s Disease  
~ Personality Disorders  
Exam 2 (Chapters 6-9, 11) at start of class |
Class 1:

~ Chapter 1 & 2


Required Listening/Viewing:
What DSM-5 Means for Diagnosing Mental Health Patients (8:29)
~ https://www.youtube.com/watch?v=j67-uC8icNE

Listen to the podcast: Behind Mental Health Stigmas in Black Communities (30:12)
~ http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=159376802&m=159376797

Class 2:
Required Readings:

~ Chapters 1 & 2

Required Listening/Viewing:
Demonstration of Cultural Formulation Interview (1:06:02)
~ https://www.youtube.com/watch?v=IqFrszJ6iP8

Understanding the MSE – Lisa (w/- commentary) (11:15) *NOTE THIS A BRITISH FILM AND CONNOTATIVE AND DENOTATIVE TERMS MAY DIFFER FROM U.S. TERMS*
~ https://www.youtube.com/watch?v=83i2MWMqph8

Class 3:
Required Reading:

~ Chapters 3, 4 and 10

Early Signs of Autism Video Tutorial (9:02)
~ https://www.youtube.com/watch?v=YtvP5A5OHpU
Living with ADHD – BBC Documentary (48:58) *NOTE THIS A BRITISH FILM AND THEREFORE, CONNOTATIVE AND DENOTATIVE TERMS MAY DIFFER FROM U.S. TERMS

~ [https://www.youtube.com/watch?v=5lrcxmOolB8](https://www.youtube.com/watch?v=5lrcxmOolB8)

**Class 4:**
**Required Reading:**

~ Chapters 5

**Required Listening/Viewing**


A Look into Auditory Hallucinations (6:39)

~ [https://www.youtube.com/watch?v=uPkOyPZdKhg](https://www.youtube.com/watch?v=uPkOyPZdKhg)

**Class 5:**
**Required Reading:**

~ Chapters 6 and 7

**Required Viewing:**
Out of Our Right Minds: Trauma, Depression and Black Women (24:32)
~ [https://vimeo.com/13770833](https://vimeo.com/13770833)
Psychiatric Interview for Teaching: Depression (14:44)
~ https://www.youtube.com/watch?v=4YhpWZCdiZc

Class 6:
~ Chapter 8

Required Listening/Viewing:
OCD & Anxiety Disorders: Crash Course Psychology #29 (11:31)
~ https://www.youtube.com/watch?v=aX7jnVXXG5o

Now, After (PTSD From A Soldier’s POV) (Warning: Graphic Materials) (13:45)
~ https://www.youtube.com/watch?v=NkWwZ9ZtPEI

Obsessive compulsive disorder (5:09)

Our Spirits Don’t Speak English: Indian Boarding School (5:27)
~ https://www.youtube.com/watch?v=qDshQTbh5d4

PTSD & Children (10:52)
~ https://vimeo.com/19767995

Class 7:
Required Reading:
~ Chapters 9 and 11

Required Listening/Viewing:
Psychiatric Interview Skills – CASC and OSCE Videos Online (8:45)
~ https://www.youtube.com/watch?v=fxyf9ILvLAo

Everything You Think You Know about Addiction is Wrong – Johann Hari – TED Talks (14:42)
~ https://www.youtube.com/watch?v=PY9DcIMGxMs


One Word – Episode 34: You Don’t Look Like…(Eating Disorders) (2:42)
~ https://www.youtube.com/watch?v=hOZ7-H3cVcI
Class 8:

Chapters 12 & 13

Required Listening/Viewing:
Dementia: A month in the life – BBC News (13:00)
~ https://www.youtube.com/watch?v=zJoR8TqBIM

Screening for Dementia 3: Patient Assessment
~ https://www.youtube.com/watch?v=hRBPrfDQVI

V. Course Text and Reading Materials

Required Texts:

Texts are available online for purchase. Additional readings will be assigned in advance for specific class topics and will be available on Learn@UW. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

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; grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

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

Grades are not assigned on a curve. There is no extra credit, nor additional credit given for trying hard. Trying hard is expected as part of any graduate program.

Grading criteria will be assigned in the following ways:
Assignments
Participation 10 points total
Reflective Writing Papers 30 points total
Exams (2) 60 points total

Participation is REQUIRED. Effective participation consists of having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). It also includes arriving to class on time. You are required to be an alert, attentive and active participant in this class. This includes attentive non-verbal behavior and offering comments relevant to course dialogue. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

Assignments
Assignment #1: Reflection Paper on Personal Beliefs, Values and Reactions Surrounding Mental Health
Due: June 11
Value: 6 Points
Length: 2-3 pages (does not include title page and reference page)

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

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

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

In your paper, please reflect on the following questions:

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

Assignment #2: Reflection Paper: Identity and Cultural Considerations in Mental Health
Due: June 18
Value: 6 points
Length: 2-3 pages (does not include title page and reference page)

The purpose of this paper is to deepen learning and understanding of the ways in which culture and a person’s various identities impact their experience with and response to mental illness. The paper also asks you to consider the roles oppression and discrimination play in accessing and receiving mental health care. You are expected to integrate information from at least three of the required materials into a cohesive discussion.

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

Please respond to the following questions:
- How might an individual’s various identities impact their beliefs about mental illness?
  Consider factors such as age, class, color, culture, disability and ability, ethnicity, gender,
gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation and tribal identity.

- How might culture influence the way a person experiences, understands and responds to their own or a loved one’s mental illness? Please develop and briefly describe a hypothetical example to illustrate your ideas. For example, you might imagine a catholic, married, Mexican undocumented mother struggling with her own symptoms of anxiety and responding to her child’s emerging symptoms suggestive of bipolar disorder.
- Using the same hypothetical example, how might oppression, poverty, marginalization, alienation, privilege, power and acclaim influence the way a person experiences, understands and responds to their own or a loved one’s mental illness?
- Using the same example, how might mechanisms of oppression and discrimination impact the way the person accesses and receives mental health care and services?
- If you were a social worker working with this person in some capacity, how might you assist your client in overcoming some of the barriers you have discussed?

Assignment #3: Reflection Paper on Weekly Required Materials
Due: June 25
Value: 6 points
Length: 2-3 pages (does not include title page and reference page)

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

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

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

In your paper, please reflect on the following questions:

- What are some of your beliefs regarding the required materials? Reflect on what has influenced and shaped these beliefs. Where do these come from? How have they changed over time?
- What are your affective and cognitive reactions to the required materials. You might consider family, friends and peers, co-workers, clients and strangers? What comes up for you? How do you feel and how does this influence the interaction (or lack thereof)?
- As you move forward in your social work training, what can you do to address some of the beliefs and reactions you have described above?

Assignment #4: Reflection Paper on Weekly Required Materials
Due: July 16
Value: 6 points
Length: 2-3 pages (does not include title page and reference page)

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

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

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

In your paper, please reflect on the following questions:

- What are some of your beliefs regarding the required materials? Reflect on what has influenced and shaped these beliefs. Where do these come from? How have they changed over time?
- What are your affective and cognitive reactions to the required materials. You might consider family, friends and peers, co-workers, clients and strangers? What comes up for you? How do you feel and how does this influence the interaction (or lack thereof)?
- As you move forward in your social work training, what can you do to address some of the beliefs and reactions you have described above?

Assignment #5: Reflection Paper on Weekly Required Materials
Due: July 23
Value: 6 points
Length: 2-3 pages (does not include title page and reference page)

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

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

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

In your paper, please reflect on the following questions:

- What are some of your beliefs regarding the required materials? Reflect on what has influenced and shaped these beliefs. Where do these come from? How have they changed over time?
- What are your affective and cognitive reactions to the required materials. You might consider family, friends and peers, co-workers, clients and strangers? What comes up for you? How do you feel and how does this influence the interaction (or lack thereof)?
- As you move forward in your social work training, what can you do to address some of the beliefs and reactions you have described above?

Exams: There will be two 30 point exams. Both exams will be a combination of multiple choice questions and 2 short case studies that will need an assessment and preliminary diagnosis.

VII. Course Policies

Writing Assignment Policy

General Formatting and Requirements for Assignments
Failure to adhere to formatting requirements will result in a loss of points.

1. Assignments should be typed in Microsoft Word, double spaced, one-inch margins, and 12-point Times New Roman font, APA style
2. Assignments should be placed in the Learn@UW Dropbox prior to class on the due date. It is your responsibility to ensure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.

Late Assignment Policy
Assignments are due 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. 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. Computers can be very unpredictable. Computer problems/failure are/is not an excuse for requesting to turn in a paper late.

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 job to bring this to my attention.
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.

**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”.

**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 will 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, then no makeup assignment will be required for those respective students.
Plagiarism Policy

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

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.

2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.

2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

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

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:
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.

**Americans With Disabilities Act:**
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor at the beginning of the course.

**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.

**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