I. Catalogue Description

Meaning of crisis to client systems and social work practitioners: principles guiding rational decision to intervene at the point of “critical incident.”

II. Course Overview

Social workers are frequently called upon to intervene in various crisis situations, either at the point of the crisis event or in the aftermath. This is an advanced generalist practice course that crosses the three advanced practice focus areas. The course teaches a model and techniques for assessment, initial intervention, and follow-up with individuals, families and groups in high stress situations requiring immediate crisis intervention. The model and techniques will be applied to various emergency situations that may involve threats or acts of suicide, threats of serious injury or homicide, serious symptoms of mental illness that require urgent response, sexual assault and other traumatic events, partner violence, and bereavement and grief issues. Additional topics include crisis in the human services workplace, violence and crises in the schools and community, & crisis worker burnout.

The class will explore ethical issues surrounding intervening in crisis situations. We will also attend to how issues of marginalization and oppression, as well as strengths and resiliency factors, affect crisis intervention with people of color, gay, lesbian, bisexual and transgender individuals, women, and others who experience social, economic and political disenfranchisement.

III. Course Competencies and Practice Behaviors

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>Assignments 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 the Mental Health concentration, to advocate with and/or on behalf of clients for access to services. *Develop a plan for continuing professional education and development. *Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media and political leaders).</td>
<td>2, 3, 4 and 5</td>
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<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 the area of Mental Health practice. *Weigh values, principles of ethical decision-making, and the NASW code of ethics in order to address ethical dilemmas related to practice in mental health.</td>
<td>2, 3, 4 and 5</td>
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<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>*Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the Mental Health area. *Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of Mental Health. *Utilize effective communication skills with diverse communities, constituencies, and multi- and interdisciplinary colleagues in mental health practice.</td>
<td>2, 3, 4 and 5</td>
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<td>2.1.4 Engage diversity and difference in practice.</td>
<td>*Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of Mental Health. *Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds. *Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualizations of social problems in the area of Mental Health.</td>
<td>2, 3, 4 and 5</td>
</tr>
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</table>
| 2.1.5 Advance human rights and social and economic justice. | *Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to mental health.  
*Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the Mental Health concentration. | 2, 3, 4 and 5 |
|---|---|---|
| 2.1.6 Engage in research-informed practice and practice-informed research. | *Demonstrate ability to evaluate practice in the area of Mental Health.  
*Translate practice knowledge in order to contribute to scientific inquiry.  
*Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of Mental Health. | 2, 3, 4 and 5 |
| 2.1.7 Apply knowledge of human behavior and the social environment. | *Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the area of Mental Health’s problems and populations. | 2, 3, 4 and 5 |
| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | *Evaluate, formulate and advocate for policies that advance outcomes relevant to the area of Mental Health.  
*Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of Mental Health. | 2, 3, 4 and 5 |
| 2.1.9 Respond to contexts that shape practice. | *Assess the impact of historical and contemporary contexts on mental health practice and policy.  
*Engage in leadership roles in the area of Mental Health. | 2, 3, 4 and 5 |
| 2.1.10.(a–d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. | *Employ diverse strategies to engage with individuals, families, groups, organizations and communities in providing mental health services.  
*Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to Mental Health.  
*Apply research skills to analyze, monitor and | 2, 3, 4 and 5 |
IV. Course Content & Assignment Schedule

In meeting the CSWE competencies and practice behaviors noted above,

1. Students will learn a theory and model of crisis assessment & intervention, characteristics and stages of crises, and will be able to develop effective interventions with clients in crisis;
2. Students will learn specific assessment & intervention skills in situations where there is risk of suicide or homicide;
3. Students will gain skills in assessing mental status and overall functioning, and learn crisis strategies that flow from this assessment;
4. Students will further their awareness of ethics and values that guide crisis intervention practice, and discuss situations in which important values appear to collide;
5. Students will enhance their understanding of the impact of marginalization and oppression experienced by people in our community and the how this affects crisis intervention practice;
6. Students will become able to develop crisis intervention plans that are culturally competent and attend to clients’ strengths and resiliency factors.

Students are expected to further their critical thinking skills. This implies an orderly process of collecting information, evaluating information, synthesizing disparate or partial information, and withholding conclusions until adequate information and the ability to pursue unanswered questions is available—a particular challenge in emergency situations.

In-class role plays will provide opportunities to learn, practice and build skills to perform crisis assessments, risk assessments, crisis safety planning, and other crisis intervention plans. We will have speakers present on topics related to the theme of the class.

In order to achieve the course objectives, students will need to attend all classes, read the assigned material thoughtfully and thoroughly, and be prepared to contribute to class discussions by bringing questions, concerns, and practice experiences to share in class. Sharing of practice experience must be done in a way that is respectful to the client and maintains the client’s confidentiality. We will take care to use “person-first” language, e.g., “a person with bipolar disorder” rather than “a bipolar person.” This is not just semantics, but rather represents an ecological framework and a holistic approach that supports a person’s recovery and healing.

CLASS TOPICS & ASSIGNMENT SCHEDULE

Week 1 01/19 Orientation. Objectives: Introductions, review syllabus and course objectives. Discuss students’ goals for the course and experience levels. Establish ground rules and expectations for professional participation.

- Please carefully read the syllabus and come to class with questions.
**Week 2 01/26 Crisis Intervention Theory.** Objectives: Establish conceptual framework for crisis intervention.

- James & Gilliland, Ch. 1 “Approaching Crisis Intervention” & Ch. 2 “Culturally Effective Helping”

**Week 3 02/02 Reflection Paper Due! Crisis Intervention Skills (1) Objectives:** Learn a model for assessment and initial intervention, and build skills.

- James & Gilliland, Ch. 3 “The Intervention and Assessment Models”

**Week 4 02/9 Crisis Intervention Skills (2) Objectives:** Continue building crisis assessment and initial intervention skills.

- James & Gilliland, Ch. 4 “The Tools of the Trade”

**Week 5 02/16 Crisis Case Handling Objectives:** Overview of how crises are handled, and differences between crisis intervention and longer term social work involvement.

- James & Gilliland, Ch. 5 “Crisis Case Handling” & Ch. 6 “Telephone & Online Crisis Counseling”

**Week 6 02/23 Topic Due! Handling Specific Crises: Posttraumatic Stress Disorder and Secondary Trauma Objectives:** Explore trauma and PTSD’s impact on responses to stressful and crisis situations. In-class viewing of a portion of the HBO documentary “Crisis Hotline: Veterans Press 1” followed by discussion. Consider the impact of trauma and crisis work on human services providers.

- James & Gilliland, Ch. 7, “Posttraumatic Stress Disorder” pages 156-163; 188-196
- James & Gilliland, Ch. 16 “Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue”
- Singer, J. B. (Producer). (2014, September 11). Shared trauma: Interview with Carol Tosone,
PhD. [Episode 91]. *Social Work Podcast* [Audio podcast (30:38)]. Retrieved from: 

**Recommended:**


**Week 7 03/01 Handling Specific Crises: Crisis of Lethality** Objectives: Begin learning how to work with people who present risk for lethal behavior. As the preface to the text suggests, “Suicidal and homicidal ideation flows through many other problems that assail people the human services worker is likely to confront, and is a consideration for all providers of crisis intervention services in regard to the safety of both those clients and the interventionists.” (p. xvii)

- James & Gilliland, Ch. 8 “Crisis of Lethality”


**Week 8 03/08 Uncovering Suicidal Ideation** Objectives: Learn strategies and skills for eliciting information from the suicidal client.


**Week 9 03/15 Article Due to Group Members and Instructor** Suicide Risk Assessment Role Plays
03/22 Spring Break

Week 10 03/29 Journal Club

***At this point in the semester, the order and content of class topics is subject to change depending on the availability of guest speakers and student interest. All assignment due dates will remain the same.

Week 11 04/05 Sexual Assault
- James & Gilliland, Ch. 9 “Sexual Assault”

Week 12 04/12 Research Paper Due! Intimate Partner Violence
- James & Gilliland, Ch. 10 “Partner Violence”

Week 13 04/19 Crisis Intervention with AODA
- James, Ch. 11 “Chemical Dependency: Crisis of Addiction”

Week 14 04/26 Personal Loss
- James, Ch. 12 “Personal Loss: Bereavement and Grief”

Week 15 05/03 Sharing Research Findings; Course Review and Evaluation
In our final class, students will be asked to informal share one or two findings from their research paper with their peers. We will do a brief review of the course to wrap up, and course evaluations.

V. Texts & Reading Materials

Additional readings are posted on Learn@UW

VI. Evaluation of Competences and Practice Behaviors: Assignments, Grading &
Methods Grade Standards

Students will earn points towards their grade with the following:

| 1. Class attendance and professional participation | 15 points |
| 2. Reflection paper | 15 points |
| 3. Suicide Risk Assessment Role Play | 15 points |
| 4. Journal Club | 20 points |
| 5. Paper | 35 points |
| **Total** | **100 points** |

1. **Class Attendance and Professional Participation**
   **Value: 15 points**

   Professional participation involves a range of expectations regarding classroom behavior and preparation for class. **Professional behavior is expected from all students.** There is no artificial separation between professional work and classroom behavior. Professionalism includes being prepared and present in every class. It includes arriving on time. **My policy is to deduct a point each time you are late to class.** If you arrive to class after we have started, you can assume you will be deducted 1 point unless we have discussed the reason for your late arrival and it is deemed unavoidable.

   Participation is measured by **amount and quality.** Quality participation includes critical self-reflection, providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Those whose participation clearly demonstrates 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 (role plays, group discussions) will earn high marks in this area. Please keep in mind that quantity does not equate quality. Each student is encouraged to self-monitor your participation to ensure you are an active member of the classroom, while also allowing opportunity and space for all students to participate.

   Participation can be challenging for some students. Please see the instructor EARLY in the semester if you need any assistance in this or any other areas. Difficulties in this area should be viewed as an opportunity for growth and professional development. Assignments and in-class activities are designed to support this.

2. **Reflection Paper:**
   **Value: 15**
**Due: February 2nd**
Read the assigned materials carefully in order to fulfill the assignment. Papers must be handed in on the due date prior to the start of class via the Learn@UW course dropbox. If you do not attend class, you will still be responsible for handing your work in on time.

Reflecting on the ethics reading and discussion from last week, write about at least two things that are of potential value or relevance to your practice. What stands out to you from the readings? How will you go about resolving ethical dilemmas that arise in crisis intervention practice? Be sure to support your comments with quotes from the reading. This paper should be 3-5 pages. Write the paper as if the reader has not read the materials. This paper should be written as an academic paper with proper spelling, grammar and APA citations and reference list. 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 and sophisticated academic paper.

**Grading Rubric**
Professional, academic writing in APA format with introduction, conclusion and correct citations (3 points) __________

Thoughtful reflection that demonstrates critical thinking, a cohesive discussion and the integration of readings, class discussion and personal/professional experience (5 points) ______

Sophisticated incorporation of material from the readings into discussion (2 points) ______

Total: ______

3. **Suicide Risk Assessment Role-Play**
   **Value: 15 points**
   **Due: 3/15**
Working in pairs, students will have the opportunity to demonstrate suicide risk assessment skills, techniques and knowledge acquired throughout the semester via a role play. Students will be placed into groups of four during class. Two Students will take turns role-playing the “worker” conducting a suicide risk assessment with a “client”. The other two students observe the role play, provide feedback and score the worker’s performance of specific skills. The instructor will observe the role plays and
provide feedback and a score on specific skills demonstrated. The feedback form will be provided to students in week six.

In case there is not an even number of students, the instructor will make changes as needed to group composition.

We will be utilizing the 4th floor labs for this role play. Students are given the option of recording their role play for their own learning purposes. Students will have the option of scheduling a time outside of class to meet with the instructor to review their role plays together and receive feedback.

4. **Journal Club**

   **Value: 20 (15 points for presenting; 5 points for feedback)**

   **Due: Topic due 2/23; Article due to group by 3/15; Present on 3/29**

In an effort to engage in research-informed practice and practice-informed research, as well as to disseminate knowledge, students will engage in three assignments this semester that demonstrate competence in this area. Students will select a crisis intervention practice with a population that may be underserved or poorly served, such as people who live in rural areas, people of color, elders, individuals who are gay, lesbian, bisexual or transgender, and children and/or adolescents. Students must select their topic and submit it to the instructor via email by February 23rd. Your topic may be listed as a sentence unless it needs further description. For example “My topic will be crisis intervention with clients who require language interpretation services”. The instructor will review the topics and may request some students select a slightly different focus area if there is too much duplication among selected topics. This instructor will assign the students to small groups of five on 3/2.

Students will engage in a review of the literature to identify peer-reviewed articles pertaining to their topic. Students will select one article to present to their small group on 3/29. **Presenters must email the article to their small group members and the instructor by 3/15** to allow ample time to review each article.

On March 29th, each group member will present the article to their small group on during journal club. Each student will have 15 minutes to present their journal article to their small group, followed by five minutes for questions and discussion. Members of the small group will score the student’s presentation on their ability to provide a concise overview of the article’s major concepts, central argument or hypothesis, method, findings and areas for further inquiry and research. Students will also be scored on their ability to manage the time allotted and respond to questions from other group members. **Group members should review all articles being presented and come prepared with questions for discussion.**

The instructor will review all scoring sheets before returning them to the presenter for review. The instructor will pay attention to the quality of feedback, both positive and
critical, provided by each student. Students will receive up to 5 points for the quality of their feedback. Points will be deducted if students provide minimal to no feedback.

Presenter Name: 

My Name:  

Scoring Rubric: Each item is worth up to 2.5 points

1.25 = Poor  1.5 = Fair  1.75 = Good  2 = Very Good  2.5 = Excellent

1. Concise overview of the article’s primary focus and hypothesis, demonstrating a sophisticated grasp of the content. ______

2. Brief discussion of methods (if applicable) utilized in the study and explanation of findings. ______

3. Summary of general conclusions/outcomes from the study and comments on areas for further study. ______

4. Successful adherence to time constraints and effective management of time allotted. ______

5. Adequate responses to questions from other group members. ______

6. Overall presentation score (speaking ability; article choice; provision of article in timely manner). ______

Total out of 15: ______

Feedback:

5. Final Paper
Value: 35
Due: April 12th

Using your chosen topic from journal club, you will engage in a thorough review of existing literature in this area and compose a research paper. You will need to develop a thesis for your paper, an angle or point that you are arguing/supporting using current research.

Papers should be 10-12 pages in length (excluding a title page & reference list), utilizing one-inch margins and fonts no larger than 12 pts. They should include the following:

1. Introduction including a thesis statement (abstract)

2. Introduce the reader to the topic as if the reader is unfamiliar with this topic. Provide a summary of relevant information related to this topic. Incorporate 4 or more readings/articles pertinent to your discussion. Your discussion might include an analysis of the strengths and weaknesses of the readings, their relevance or generalizability to crisis intervention practice for the population chosen, and/or how your findings inform crisis intervention practice. Be sure to discuss questions and considerations for further research. Mostly importantly, provide an argument in
support of your thesis statement related to this topic. For example, you might choose to argue the need for more extensive research looking into the unique needs of transgender youth in crisis. You might choose to argue that police officers should not be the first responders to mental health crises. The choice is yours, but you must be able to support your argument with evidence.

Additional areas for discussion might include:
- Access/obstacles of this population to crisis services
- Cultural beliefs pertaining to suicide, violence, mental illness
- Cultural beliefs pertaining to help-seeking
- Characteristics or demographics that may increase vulnerability
- Availability, or lack thereof, of support system
- Availability of formal and informal resources
- Ideas (your own, or gleaned from the articles you have chosen) for improving crisis services for the population chosen

3. Conclusion

Provide a complete reference list using APA format. Do NOT use headers for this assignment. Guidelines for APA citation standards can be found on the Writing Center’s website: http://www.wisc.edu/writing/Handbook/DocAPA.html

Students are encouraged to make use of the University Writing Lab for this assignment. Please review the Writing Lab’s information here to avoid intentional or unintentional plagiarism: http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Grading Rubric
- Clear Introduction and Thesis Statement (2 points)
- Detailed and sophisticated discussion of the topic area, including incorporation of relevant findings from the literature (11 points)
- Effective use of evidence from the literature to develop a clear, cohesive argument supporting your thesis statement (9 points)
- Discussion of questions and considerations for future study (6 points)
- Paper organization (2 points)
- Grammar/Spelling (2 points)
- Correct Citations and reference list (3 points)

Total Points Possible: 35
Total Points Awarded:

General Comments:
VII. Course Policies

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that practice challenges can be examined honestly, diverse viewpoints shared, and role plays and the like approached with maximum curiosity and enthusiasm and ever-decreasing “performance anxiety.” Each student has knowledge and experience that will enhance the learning of his/her colleagues.

Attendance Policy
Students are expected to attend all scheduled classes, and to arrive on time.

- Attendance will be taken at each class. Students who must be absent due to inclement weather, illness, or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence.
- Unexcused absences and tardiness will result in a loss of “attendance points” for the classes missed.
- Additional make-up work appropriate for the content missed may be assigned for excused absences. Depending on the content of the class, make-up may take the form of a meeting with role play practice with the instructor, or short reflection papers focusing on particular questions that cover assigned readings. Students are responsible for contacting the instructor to determine make-up requirements.
- 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.

Late assignment policy
If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date. If a student a) communicates with me prior to the due date, b) provides me with a reasonable justification for an extension, and c) we come to an agreement about a revised deadline, the assignment handed in by the new date will be considered “on time.” Unapproved late assignments will be marked down 3 points for each day the assignment is late.

Learn@UW
All students are required to access Learn@UW for course content and assignments. Students are advised that Learn@UW can provide the instructor with information regarding students’ use of the course website.

Electronics:
To minimize disruptions to class process cellular telephones must be turned off during the class period. If you have an urgent reason for leaving your cell phone on, please inform the
instructor. Any other electronic devices must be turned off during the class period. If there is a medical or other serious need for these devices, please speak to the instructor before class. Audio recording of classes will be allowed only after full disclosure to the class that an audio recorder is operating.

**Student Behavior 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. 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.

**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. Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

**Attendance Policy:**
Students are expected to attend all scheduled classes and to arrive on time.

**Promptness**
Prompt arrival to all courses is required. This means you are ready to begin class at 10:00am. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

**Absence**
If you must miss class, you are required to inform the instructor via email in advance. 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 must contact the instructor prior to the start of class. Students who are absent for more than one class will be asked to complete a make-up assignment. Students who are absent three or more times in the semester will be required to schedule a meeting with the
instructor to discuss their performance.

**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, without exception. The instructor will not review assignments submitted in another format. 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**. 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](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, paragraph and 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.

Papers should be placed in the Learn@UW Dropbox prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. It is your responsibility to be sure 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. The instructor will not contact students if an assignment is not received.

**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—that 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. Students wishing to appeal a grade must email me with the information requested no later than two weeks after the assignment has been returned to 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:  

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

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