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>Course Content Addressing the Competency</th>
<th>Competency Dimension</th>
<th>Week Covered</th>
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</thead>
</table>
| **1: Demonstrate Ethical and Professional Behavior** | • Stigma in Mental Health  
• Assignment #1  
• Social Work and Psychopharmacotherapy | Knowledge; Values; Cognitive and Affective Processes | 1, 2 and 4 |
| **2: Engage in Diversity and Difference in Practice** | • Biopsychosocial Risk and Protective Factors in Mental Health  
• The Health and Mental Health Care Systems and Access to Care  
• Cultural Considerations in Mental Health  
• Racial Disparities in the Diagnosis of Schizophrenia  
• Assignment #1  
• Assignment #2:  
• Racial and Ethnic Disparities in the Identification of ASD  
• Suicide Risk Among Marginalized Populations  
• Depression in Person-in-Environment Context  
• The Trauma of Racism  
• The Pathologization of Diverse Gender Identities and Expressions | Knowledge; Values | 1, 2, 3, 4, 5, 6, 7 and 8 |
| **3: Advance Human Rights and Social, Economic, and Environmental Justice** | • Assignment #1  
• Racial and Class Disparities in America’s Response to Addiction | Knowledge; Values | 1, 2 and 7 |
| **6: Engage with Individuals, Families, Groups and Organizations and Communities** | • Assignment #1 | Values; Cognitive and Affective Processes | 1 and 2 |
| **7: Assess Individuals, Families, Groups, Organizations and Communities** | • Biopsychosocial Risk and Protective Factors in Mental Health  
• Diagnosis and the Social Work Profession  
• Introduction to the DSM and Limitations  
• Mental Status Examination  
• The Cultural Formulation Interview | Knowledge; Skills | 1, 2, 3, 4, 5, 6, 7 and 8 |
### IV. Course Content

*Discussion regarding specific diagnoses listed weeks 3 through 8 will consist of assessment, intervention and social work considerations.*

| 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | • Assessment of specific diagnoses covered weeks 3 through 8  
• Exam                                                                 | Knowledge; Skills | 3, 4, 5, 6, 7 and 8 |
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<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
<td>Notes</td>
<td></td>
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</tbody>
</table>
| 1    | July 26 | ~ 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  
~ Recovery-Oriented Systems of Care | In-class activity: Where and how do people access mental health care? What societal factors influence this? (Please bring laptops and tablets for this activity) |
| 2    | July 28 | ~ Diagnosis and the Social Work Profession  
~ Introduction to the DSM and Limitations  
~ Mental Status Examination  
~ Cultural Considerations in Mental Health  
~ The Cultural Formulation Interview | In-class activity: Debate: Should DSM be the basis for teaching social work practice in mental health? |
| 3    | Aug 2  | ~ Neurodevelopmental Disorders Across the Lifespan: Autism Spectrum Disorder; ADHD  
~ Disruptive, Impulse Control and Conduct Disorders: Oppositional Defiant Disorder; Conduct Disorder  
~ Racial and Ethnic Disparities in the Identification of ASD | Assignment #1 Due by 10:00pm  
Guest Speaker: Amanda Zuehlke 12:15 – 1:15 |
| 4    | Aug 4  | ~ Schizophrenia Spectrum and Other Psychotic Disorders Across the Lifespan  
~ Racial Disparities in the Diagnosis of Schizophrenia  
~ Social Work and Psychopharmacotherapy | Mental Health in the Media #1 |
| 5    | Aug 9  | ~ Depressive Disorders Across the Lifespan  
~ Depression in a Person-in-Environment Context  
~ Suicide Risk Among Marginalized Populations  
~ Bipolar and Related Disorders | Mental Health in the Media #2 |
| 6    | Aug 11 | ~ Anxiety Disorders Across the Lifespan  
~ Obsessive-Compulsive Disorders  
~ Trauma and Stressor-related Disorders Across the Lifespan  
~ The Trauma of Racism | Assignment #2 Due by 10:00pm |
Class 1: Syllabus Review and Course Expectations; Stigma in Mental Health; Biopsychosocial and Societal Risk and Protective Factors in Mental Health; The Health and Mental Health Care Systems and Access to Care; Recovery-Oriented Systems of Care

Required Readings:
Please read the entire syllabus prior to the start of class and come prepared with questions.

~ Chapter 2


Required Listening/Viewing:
Listen to the podcast: Behind Mental Health Stigmas in Black Communities (30:12)

Mental Health 60 min (14:21)
~ [https://www.youtube.com/watch?v=tCfL9fW4bEg](https://www.youtube.com/watch?v=tCfL9fW4bEg)
Class 2: Diagnosis and the Social Work Profession; Introduction to the DSM and its Limitations; Mental Status Examination; Cultural Considerations in Mental Health; The Cultural Formulation Interview
Required Readings:
~ Chapter 1

~ Pages 749 – 760


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

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

OPTIONAL:
Understanding the MSE – Lisa (w/- commentary) (11:15)
~ https://www.youtube.com/watch?v=83i2MWMqph8

Class 3: Neurodevelopmental Disorders across the Lifespan: Autism Spectrum Disorder and ADHD; Disruptive, Impulse Control and Conduct Disorders: Oppositional Defiant Disorder and Conduct Disorder; Racial and Ethnic Disparities in the Identification of ASD
Required Reading:
~ Chapters 3, 4 and 10

Required Listening/Viewing

Early Signs of Autism Video Tutorial (9:02)
-  https://www.youtube.com/watch?v=YtvP5A5OHpU

Living with ADHD – BBC Documentary (48:58)
-  https://www.youtube.com/watch?v=5lrcxmOolB8

Class 4: Schizophrenia Spectrum and Other Psychotic Disorders across the Lifespan; Racial Disparities in the Diagnosis of Schizophrenia; Social Workers and Psychopharmacotherapy;

Required Reading:
-  Chapter 5


Required Listening/Viewing:
A Look into Auditory Hallucinations (6:39)
-  https://www.youtube.com/watch?v=uPkoypZdKhg


Class 5: Depressive Disorders across the Lifespan; Depression in a Person-in-Environment Context; Suicide Risk among Marginalized Populations; Bipolar and Related Disorders

Required Reading:
~ Chapters 6 and 7


~ Chapter 1

Required Viewing:
Out of Our Right Minds: Trauma, Depression and Black Women (24:32)
~ https://vimeo.com/13770833

My Struggle with Bipolar Disorder (15:31)
~ https://www.youtube.com/watch?v=HKtOUNLnS88


Treatments for bipolar disorder – Kay Redfield Jamison (2:52)
~ https://www.youtube.com/watch?v=NAVU2aH_f7Q

Class 6 (12/12): Anxiety Disorders across the Lifespan; Obsessive-Compulsive Disorders; Trauma and Stressor-Related Disorders across the Lifespan; the Trauma of Racism

~ Chapter 8


Required Listening/Viewing:
OCD & Anxiety Disorders: Crash Course Psychology #29 (11:31)
**** Please note, this video contains graphic imagery. Now, After (PTSD From A Soldier’s POV) (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

Class 7: Substance-Related and Addictive Disorders across the Lifespan; Racial and Class Disparities in America’s Response to Addiction; Eating Disorders

Required Reading:
~ Chapters 9 and 11


Required Listening/Viewing:

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-H3cVeI

Class 8: Gender Dysphoria; The Pathologization of Diverse Gender Identities and Expressions; Neurocognitive Disorders: Major Neurocognitive Disorder (Dementia); Alzheimer’s Disease; Course Review and Evaluation

~ Chapter 12

~ pp. 451-460


**Required Listening/Viewing:**
Dementia: A month in the life – BBC News (13:00)
  ~ [https://www.youtube.com/watch?v=zJOblR8TqBIM](https://www.youtube.com/watch?v=zJOblR8TqBIM)

Screening for Dementia 3: Patient Assessment
  ~ [https://www.youtube.com/watch?v=_hRBPrfDQVI](https://www.youtube.com/watch?v=_hRBPrfDQVI)

**V. Text and Reading Materials for the Course**

**Required Text**

**Recommended Text**

*If you anticipate you will be pursuing a mental health focus, you are encouraged to purchase this book. UW students have access to the online version while on campus at [http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596](http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596)*

*You cannot access this resource remotely.*

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

10
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.

Grading criteria will be assigned in the following ways:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Class Attendance and Professional Participation</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>25</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>30</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>5</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Class Attendance and Professional Participation**
Professional participation involves a range of expectations regarding classroom behavior and preparation for class. **Professional behavior is expected from all students.** There is no 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.

**Assignments**
Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health
Due: August 2nd by 10:00pm
Value: 25 points
Length: 4-6 pages (does not include title page and reference page)

The purpose of this assignment is to encourage critical thinking and exploration of personal and professional beliefs, values and reactions related to mental illness and deepen understanding about how our professional values and principles influence our responses to mental health. While it is important to be aware of personal beliefs, values, experiences and reactions, professional social workers are also guided by the NASW Code of Ethics and a shared set of values and principles. As a professional social worker, you must understand and align yourself with the values, principles and ethical standards of our profession.

In this paper, students are asked to organize their thoughts, reflections, questions and concerns in a brief, four to six page paper. You are expected to integrate information from at least three of the required materials and the NASW Code of Ethics 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)?

- How might your personal experiences and affective reactions impact your ability to effectively engage professionally with a person with a mental illness? How might your affective reactions influence your professional judgment and behavior?

- How do our professional values and the mission of social work guide us to respond to people with mental illness and the stigma surrounding mental illness? Consider social work’s understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care and education. Discuss ways we might be called to respond to mental health needs across systems (micro, mezzo, macro). For example, what are our professional responsibilities as social workers regarding mental health policies and practices? What voice should we, as social workers, bring to inter-professional teams and organizations regarding mental illness?

- 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? How do you anticipate your social work training will inform and influence the things you have discussed in this paper? What are additional questions remaining for you on this matter that you might explore as you move forward?

**Grading Rubric**

Critical reflection on own beliefs, values, experiences and the influence of stigma (5 points)

Critical reflection on affective and cognitive reactions (3 points)

Critical reflection on the impact of affective and cognitive processes in professional practice (3 points)

Detailed discussion of our professional values and mission and mental illness, including in-depth discussion of mental health social work across systems (5 points)

Exploration of ways to address beliefs and reactions and additional questions (3 points)

Sophisticated integration of required material and NASW Code of Ethics into a cohesive discussion (2 points)

Correct grammar, spelling and APA formatting (1 point)

Correct citations and reference list (1 point)

Overall writing, including paper organization, introduction and conclusion (2 points)
Assignment #2: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health
Due: August 11th by 10:00pm
Value: 30
Length: 4-6 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?

Grading Rubric
Assignment #3: Mental Health in the Media
Due: TBD by Sign-Up, either August 4th or 9th
Value: 5 points

Mental health is frequently discussed in the news. Topics range from changes in mental health policies; healthcare coverage for mental health; community crises related to addiction; safety and mental illness (i.e. gun control; forced treatment; violence) and many more. The purpose of this assignment is to increase awareness of popular discourse and current events surrounding mental illness through educating your peers about a recent piece of media.

Students will be organized into small groups of three or four. Each group member will sign up for a time to present a newspaper article or other form of media from the last two weeks that discusses a mental health issue in the news. I highly recommend a major national news source - The New York Times, Washington Post, Chicago Tribune; NPR – versus a blog. Local papers are acceptable if the article you have chosen is about a local issue. The article can be about policy or practice, and you are especially encouraged to share media that touches on mental illness stigma, disparities in access to mental health care, and the roles oppression and poverty play in mental illness in communities. Be prepared to share your article with your small group and “teach” them the information discussed in the article. Also submit a one page paper on the date for which you presented with the following:

1) A reference list for the article that includes a link to the article (if you only have a hard copy, please submit a copy of the article in class)
2) **Briefly** summarize the article and the reason you selected it in one to two paragraphs.

3) Provide additional questions the article leads you to have that demonstrate critical thinking about the subject matter

A cover page, introduction and conclusion are not required for this one-page paper.

**Exam**
**Due: August 25th by 10:00pm**
**Value: 30 points**
There will be an exam taken following the last class via Learn@UW, found in “Assignments” under “Quizzes”. More information will be provided later in the semester.

**VII. Course Policies**

**Out-of-Class Contact with Instructor**
I encourage students to meet with me outside of class time to discuss concerns, answer questions and hear any comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. I am happy to meet students in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop if this is a more comfortable and welcoming space for you. In addition, if my office door is open this means I am generally available to meet briefly and you are welcome to stop by.

**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 at least 48 hours 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 1 point 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 all devices must be turned off during the class period unless the instructor gives instructions to utilize electronic devices for a class activity. If you have an urgent reason for leaving your phone on, please inform the instructor. 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.

**Classroom Climate and Student Behavior:**
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. Each student has knowledge and experience that will enhance the learning of their colleagues. 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. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. 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, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. We will develop classroom expectations in our first meeting and revisit them as needed throughout the course.

I am firmly committed to diversity and equality in all areas of campus life and working to build an inclusive classroom space. In this class I will work to promote an inclusive and anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. We all have a responsibility to hold in our minds the disproportionate impact systems and “isms” have on marginalized people. I invite you to bring any concerns in this regard to my attention.

**Student Wellness**
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.

**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. See “Class Attendance and Professional Participation” discussed in the assignments section above for more information.

**Promptness**
Prompt arrival to all courses is required. This means you are ready to begin class at 10:20am. 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 and continuation in the course.

**Reading and Media Assignments:** You are expected to have read, viewed and listened to 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)). Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). 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 and 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—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. 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](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](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](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](http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf)

**Recommended Readings, Viewings and Listenings**

**Class 1**

Recommended Reading:

Serafini, G., Pompili, M., Haghighat, R., Pucci, D., Pastina, M., Lester, D., Angeletti, G.,

**Class 2**

**Recommended Reading:**

**Class 3**

**Recommended Reading:**
Mahone, E. M. (2012). Neuropsychiatric differences between boys and girls with ADHD. *Psychiatric Times*, 34-42


**Class 4**

**Recommended Listening/Viewing**

**Class 5**

**Recommended Reading:**


**Recommended Viewing/Listening**
~ https://www.youtube.com/watch?v=eyiZfzbgaW4


The Truth about Depression – BBC Full Documentary 2013
   ~ [https://www.youtube.com/watch?v=F5YubjEqbZ8](https://www.youtube.com/watch?v=F5YubjEqbZ8)

**Class 6**

*Recommended Reading:*


*Recommended Listening/Viewing*
OCD-Obessive Compulsive Disorder
   ~ [https://www.youtube.com/watch?v=KOami82xKec](https://www.youtube.com/watch?v=KOami82xKec)
Class 7

Recommended Viewing:

Drugs, Inc. – Heroin
  ~ https://www.youtube.com/watch?v=kYiuRyLnZOk&oref=https%3A%2F%2Fww
  w.youtube.com%2Fwatch%3Fv%3DkYiuRyLnZOk&has_verified=1

Drugs, Inc. – Pill Nation
  ~ http://channel.nationalgeographic.com/drugs-inc/episodes/pill-nation/

Frontline: The Meth Epidemic
  ~ http://www.pbs.org/wgbh/pages/frontline/meth/