I. Catalogue Description

This course teaches social workers to recognize selected major mental disorders and to become familiar with social work practice approaches used in treatment of these disorders.

II. Course Overview

The focus of this course will be on clinical social work practice with adults who have serious mental health symptoms due to anxiety, psychosis, mood disorders, posttraumatic stress related disorders, and personality disorders, and who also may have co-occurring substance use disorders. We will consider practice from a recovery-based frame that includes culturally competent practice, evidence-based treatment approaches, consumer empowerment, and advocacy at several levels of service delivery.

III. Course Competencies and Practice Behaviors and Assignments

<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</td>
<td>2, 3, 4 and 5</td>
</tr>
</tbody>
</table>
2.1.2 Apply social work ethical principles to guide professional practice.
*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.

2.1.3 Apply critical thinking to inform and communicate professional judgments.
*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 inter-disciplinary colleagues in mental health practice.

2.1.4 Engage diversity and difference in practice.
*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.

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.

2.1.6 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.
IV. Course Content and Outline

The overall objective is to prepare students for clinical social work practice in mental health treatment settings that serve people with complex mental health treatment and social service needs. In meeting the CSWE competencies noted above,

1. Students will develop advanced practice knowledge and skills in clinical social work with adults with mental illnesses, including assessment, diagnosis, and evidence-based treatment of serious mental health illnesses.
2. Students will learn appropriate intervention strategies for individuals with multiple mental health needs that may include co-occurring traumatic stress and substance use disorders.
3. Students will explore ethical dilemmas that frequently arise in clinical social work practice.
4. Students will increase their understanding of the effects of culture on the manifestation, assessment, and treatment of mental illnesses.

Through readings, demonstrations, engaging in exercises to enhance skill acquisition, class discussion, and class lecture, students will learn effective intervention strategies to facilitate and support recovery for adults with mental illnesses.

In order to meet 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 direct practice experiences to share in class. Role plays will be a heavily utilized teaching tool in this course.

**Class 1 (1/19): Syllabus Review and Course Expectations; Cognitive Behavioral Therapy Review – What do you know?**

Please carefully review the syllabus prior to class and come prepared with questions.

**Class 2 (1/26): Mental Illness, Stigma and CBT for Cultural Competence**


- There is No Such Thing as Mental Illness
  o [https://www.youtube.com/watch?v=eOScYBwMyAA](https://www.youtube.com/watch?v=eOScYBwMyAA)

**Class 3 (2/2): Interventions for People with Panic Disorder and/or Agoraphobia**


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

**Class 4 (2/9): Interventions for People with Social Anxiety Disorder**


- Social Anxiety Documentary: Afraid of People
  o [https://www.youtube.com/watch?v=gmEJEfy5f50](https://www.youtube.com/watch?v=gmEJEfy5f50)

**Class 5 (2/16): Interventions for People with PTSD: Cognitive Processing Therapy**

- *** Please note: this video contains graphic imagery as a way to depict the nature of combat-related flashbacks.
  Now, After (PTSD From A Soldier’s POV) (13:45)
  ~ https://www.youtube.com/watch?v=NkWwZ9ZtPEI

Class 6 (2/23): Interventions for People with PTSD: Prolonged Exposure Therapy

- ***Please note: this video involves a woman sharing her experience with rape and recovery from PTSD.
  Dateline 2004 Prolonged Exposure Therapy for PTSD
  o https://www.youtube.com/watch?v=9aTDfiTr99Y

Class 7 (3/1): Interventions for People with OCD

- OCD: The War Inside
  o https://www.youtube.com/watch?v=bKiu1IZcEF0

Class 8 (3/8): Intervention Paper Due! Cognitive Therapy for People with Generalized Anxiety and/or Depression

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

Class 9 (3/15): Behavioral Activation for People with Depression

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

~
Spring Break 3/22; No Class!

Class 10 (3/29): Dialectical Behavior Therapy for People with Borderline Personality Disorder


- “Back from the Edge” – Borderline Personality Disorder
  - [https://www.youtube.com/watch?v=967Ckat7f98](https://www.youtube.com/watch?v=967Ckat7f98)

Class 11 (4/5): Interventions for People with Bipolar Disorder


  - [https://www.youtube.com/watch?v=eyiZfzbgaW](https://www.youtube.com/watch?v=eyiZfzbgaW)

Class 12 (4/12): Interventions for People with Schizophrenia


- A Look into Auditory Hallucinations (6:39)
  - [https://www.youtube.com/watch?v=uPkOyPZdKhg](https://www.youtube.com/watch?v=uPkOyPZdKhg)


- Rob Whitley: Recovery in Mental Illness
  - [https://www.youtube.com/watch?v=fG0qo-yFdwM](https://www.youtube.com/watch?v=fG0qo-yFdwM)

- WRAP Is
Class 14 (4/26): Application to Clinical Case Paper Due! Eating Disorders


Class 15 (5/3): Course Wrap-Up

V. Course Text and Reading Materials

Required Texts


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

Recommended Texts for Your Professional Library


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

Grading Scale & Standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, 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).

Grading criteria will be assigned in the following ways:

**Assignments**
- Professional Participation: 15 points
- Intervention Paper: 35 points
- Application to a Clinical Case: 35 points
- Self-Assessment Reflection Paper: 10 points
- Media Contribution: 5 points

Total: 100 points

**Assignments**

**Assignment #1: 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.

Perhaps unique to this course, we will utilize role plays in nearly every class. The instructor will demonstrate multiple role plays. Students are expected to participate in various role plays, at times as the worker and at times as the client. Students are expected to take every role play seriously, put their best foot forward and use the full time provided to engage in the role play. Many role plays will be followed by discussion in which the “worker” will receive feedback from the “client” and, perhaps, the instructor.

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.

**Assignment #2: Intervention Paper**  
**Value:** 35 points  
**Due:** March 8th

This assignment is designed to give you the opportunity for greater in-depth exploration into an area of clinical social work intervention with mental illness that is of most interest to you and beyond the scope of what will be covered in class. It will require you to conceptualize your material from the points of view of both the clinical social worker and the service user.

Choose a particular treatment model not covered in the course that you would like to learn more about (such as assertive community treatment, EMDR, short-term psychodynamic psychotherapy, interpersonal therapy, TF-CBT, Function Family Therapy, problem-solving therapy, CBT for Insomnia, etc.). Briefly introduce the treatment model and discuss its theoretical underpinnings. Give a summary of research that speaks to its effectiveness and limitations. Provide a detailed (yet concise) overview of the treatment - the “nuts and bolts” of how this kind of work is done. Discuss the applicability of the treatment model across cultural,
gender, and socioeconomic lines, as well as what you suggest would be effective in applying the model with diverse populations. Consider the perspective of consumers as well as clinicians when discussing its applicability. Discuss questions for further consideration, perhaps based on your own practice experience or the limitations you are finding in the literature. The student must utilize four scholarly references (NOT WEBSITES). The paper must also adhere to APA format.

Write the paper as if the reader is unfamiliar with the intervention. 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 discussion of all assignment requirements and on attention to grammar, spelling, organization, clarity and jargon-free writing. This must be a polished and sophisticated academic paper.

**Grading Rubric**

- Introduction and Conclusion (2 points)_____
- Thorough introduction to the treatment model and its theoretical underpinnings (6 points)_____
- Critical exploration of the treatment’s effectiveness and limitations according to the current literature (5 points)_____
- Detailed introduction to the nuts and bolts of the treatment (7 points)_____
- Thoughtful discussion of the treatment’s applicability across cultural, gender and socioeconomic lines and ideas for using this treatment with diverse populations (5 points)_____
- Discussion of questions for further consideration that demonstrates critical thinking (3 points)_____
- Sophisticated incorporation of the literature to support your discussion and correct APA citations and reference list (5 points)_____
- Overall writing, grammar, spelling and paper organization (2 points)_____

Total: ______

Comments:

**Assignment #3: Application to a Clinical Case**

Value: 35 points

Due: April 26th
This assignment asks students to discuss an ongoing case from their field placement and the treatment intervention(s) being utilized. If you do not have a case for this assignment, please see the instructor early in the semester.

Choose a client from your field practicum who meets criteria for one (or more) of the mental illnesses covered this semester. You will write a brief summary of the client’s presenting concerns and recovery (treatment) plan. This portion of the paper might look similar to an assessment document in which the client is introduced, relevant biopsychosocial factors and stressors are discussed as needed and the diagnosis is discussed with attention to the current symptom presentation supporting that diagnosis. Be sure to include discussion of differential diagnosis considerations as needed.

Next, offer your conceptualization of the client and which evidence based treatment might be helpful. In your conceptualization, discuss “what is going on for this person” and “what am I in the presence of?” Provide a rationale for why you chose this particular treatment approach with this particular client.

If possible, describe how you have applied the particular treatment model and the outcome of treatment. How faithful were you to the intervention model? What informed your decisions if you deviated from the model? How was the treatment congruent with the client’s values, beliefs and traditions? What challenges arose in your application of the treatment model? What questions do you have that further research could help answer?

Please take every step to ensure the confidentiality of your client.

This paper should be written with proper spelling, grammar and APA citations and reference list. However, an introduction and conclusion are NOT necessary. Rather, students are asked to use the headers (in bold below) in organizing their paper. Grading will be based on evidence of thoughtful discussion of all assignment requirements and on attention to grammar, spelling, organization, clarity and jargon-free writing.

**Introduction to the Client**

**BioPsychoSocial Considerations**

**Diagnosis, Signs and Symptoms**

**Client Conceptualization and Treatment Recommendation**

**Treatment Application** (if applicable)

**Grading Rubric**

Thorough and detailed introduction to the Client (3 points)_____

11
Thoughtful discussion of BioPsychoSocial considerations with attention to person-in-environment and human behavior and the social environment (10 points)

Detailed discussion of signs and symptoms meeting criteria for the diagnosis provided, with attention to discussion of differential diagnosis considerations as needed (8 points)

Sophisticated client conceptualization and treatment recommendation that demonstrates the integration or practice wisdom, consumer wisdom and best practice inquiry (12 points)

APA format, grammar, spelling and clinical writing (2 points)

Total:
Comments:

Assignment #4: Self-Assessment Reflection Paper
Due: TBD
Value: 10 points

Students will be participating in role plays throughout the semester. At times, students will be the worker and at other times they will be the client. Once in the semester, following a role play in which you were the worker, please write an informal reflection paper discussing your performance. Critique your application of skills learned in the course. Be sure to ask your “client” for feedback following the role play and incorporate this into your discussion. Include questions for the instructor, such as areas where you struggled and what you might do differently. Students are encouraged to include quotes or portions of the interaction, similar to a script, as well as you can remember it. You may discuss what the experience was like for you overall, but please be sure to place most emphasis on critically assessing your skills and areas for improvement. A formal introduction and conclusion are not required for this reflection paper.

Assignment #5: Media Contribution
Due: TBD
Value: 5 points

YouTube and other media available for streaming can actually be great teaching tools! At the beginning of the semester, students will sign up to present a media clip to the class on a particular day. Students must choose a piece of media relevant to that day’s topic. Your media clip might demonstrate an assessment, a particular intervention, or might give an overall presentation of the diagnosis. Before showing the clip, students may take 1-3 minutes introducing the clip and why it was selected. The selected piece of media should be no more than 10 minutes in length and can be followed by a 5 minute discussion/question period. Your classmates will complete the brief evaluation form below and provide a score out of 5. Students will receive the average of the scores for the assignment.

Media Contribution Evaluation
My Name:  
Presenter’s Name:  

1. Was this media clip relevant and useful to my learning and practice?

2. The best part of this media clip was:

3. Other comments:

Total Score out of 5: _______

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—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).
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