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 mood disorders, anxiety disorders, OCD, psychosis, trauma and stressor-related disorders, and who also may have co-occurring substance use disorders. Cognitive and behavioral theories are the underpinnings of the course. A major emphasis in this course is placed on skill-building in the core techniques of cognitive behavioral therapy. Special attention is given to case conceptualization and a variety of evidence-based psychotherapy models rooted in CBT. We will consider practice from a recovery-based frame that includes culturally competent practice, evidence-based treatment approaches, and consumer empowerment.

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.</td>
<td>1, 2, 3 and 4</td>
</tr>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>*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></td>
</tr>
<tr>
<td>2.1.4 Engage diversity and difference in practice.</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 inter-disciplinary colleagues in mental health practice.</td>
<td></td>
</tr>
<tr>
<td>2.1.6 Engage in research-informed practice and practice-informed research.</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></td>
</tr>
<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment.</td>
<td>*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.</td>
<td></td>
</tr>
</tbody>
</table>
| 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 evaluate interventions in the area of Mental Health. *Communicate and disseminate evaluation results to
IV. Course Content and Outline

Class 1 (1/19): Syllabus Review and Course Expectations; Community Building; Introduction to CBT
Please carefully review the syllabus prior to class and come prepared with questions.

Class 2 (1/26):
Cognitive Therapy for People with Depression
  - Chapter 1
  - Use this class to discuss the limitations of CBT, especially from a cultural differences perspective

Class 3 (2/2):
Interventions for People with Panic Disorder and/or Agoraphobia
  - Watch Video Illustration 1 and 2
  - Chapters 2 and 3; Prioritize reading Pages 30-35; 51-57
  - Chapter 1; Prioritize reading pages 1-4 and 24-30
- [Optional] Panic Disorder – Panic Attacks Documentary Full Length
  - https://www.youtube.com/watch?v=XMuGON6XOqA

Class 4 (2/9):
Structuring and Educating in CBT
  - Read Chapter 4
  - Watch Video Illustrations 3, 4 and 5

Class 5 (2/16):
Identifying Automatic Thoughts; Cognitive Therapy for Depression
  - Read Chapter 5, pages 89-100
  - Watch Video Illustrations 6, 7 and 8
Class 6 (2/23):
Modifying Automatic Thoughts; Interventions for People with PTSD: Cognitive Processing Therapy
  - Read Chapter 5, pages 100 - 121
  - Watch Video Illustrations 9, 10 and 11 (can re-watch 2)
  - Read Chapter 2; Prioritize pages 62-69 and the Case Study beginning on page 80 to page 101

Class 7 (3/2): Self-Assessment Forms and Reflection Paper Due!
Behavioral Activation for People with Depression
  - Read Chapter 6, pages 123-135
  - Watch Video Illustrations 12
  - Read Chapter 9, prioritize pages 353-367 (but the whole chapter, especially the case study, are great)
  - [Optional] The Truth about Depression – BBC Full Documentary 2013
    ~ https://www.youtube.com/watch?v=F5YubjEqbZ8

Class 8 (3/9):
Cognitive Therapy for People with Generalized Anxiety; Mindfulness
  - Chapter 5
  - [Optional] Chris – Living with Anxiety (Documentary)
    - https://www.youtube.com/watch?v=htxw16KhvkY

Class 9 (3/16):
Graded Task Assignments and Behavioral Rehearsal; Interventions for People with Social Anxiety Disorder
  - Read Chapter 6, pages 135-141
• Watch Video Illustration 13

  o Read Chapter 3, prioritize pages 125-148

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

Sprin Break 3/23; No Class!

Class 10 (3/30):
Reducing Anxiety and Avoidance; Interventions for People with OCD
  o Read Chapter 7
  o Watch Video Illustration 14, 15 and 16

  o Read Chapter 4, prioritize pages

• [Optional] OCD: The War Inside
  o [https://www.youtube.com/watch?v=bKiu1IZeEF0](https://www.youtube.com/watch?v=bKiu1IZeEF0)

Class 11 (4/6)
Interventions for People with Schizophrenia - Cognitive Enhancement Therapy
*Please note, in lieu of attending class, students are required to attend the Debra Beebe Memorial Lecture at 5:00pm with Shaun Eack, PhD. Students unable to attend must make prior arrangements with the instructor for an alternative assignment.*


• [Optional] A Look into Auditory Hallucinations (6:39)
  ~ [https://www.youtube.com/watch?v=uPkOyPZdKhg](https://www.youtube.com/watch?v=uPkOyPZdKhg)
Class 12 (4/13):
Prolonged Exposure Therapy for PTSD


- *** 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](https://www.youtube.com/watch?v=NkWwZ9ZtPEI)

- The Secret Life of the Brain – The Adult Brain
  - [https://www.youtube.com/watch?v=b2hvO5MGgko](https://www.youtube.com/watch?v=b2hvO5MGgko) (start at minute 13 through minute 30)

- ***Please note: this video involves a woman sharing her experience with rape and recovery from PTSD. Dateline 2004 Prolonged Exposure Therapy for PTSD
  - [https://www.youtube.com/watch?v=9aTDiTr99Y](https://www.youtube.com/watch?v=9aTDiTr99Y)

Class 13 (4/20): *BioPsychoSocial-Spiritual-Cultural Assessment and Treatment Due!*
Identifying and Modifying Schemas

  - Read Chapter 8
  - Watch Video Illustrations 17, 18 and 19

Class 14 (4/27):
Safe Coping; Grounding; The Wellness Recovery Action Plan

  - Pages TBD

  - Read pages 233-237

  - Pages TBD.

- WRAP Is
  - [https://www.youtube.com/watch?v=3qtBiPvSdkY](https://www.youtube.com/watch?v=3qtBiPvSdkY)
Class 15 (5/4): Common Problems and Pitfalls; Evaluation

  - Read Chapter 9

V. Course Text and Reading Materials

Required Texts
  New York, NY: Guilford Press.


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.

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  
BioPsychoSocial-Spiritual-Cultural Assessment 45 points  
Self-Assessment Forms and Reflection Paper 30 points  
Media Contribution 10 points  

Total 100 points  

Assignments  
Assignment #1: Professional Participation  
Value: 15 points  
This is a practice course designed for skill development. As such, we will utilize role plays in nearly every class, instructor and/or peer-led. 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”, an observer and, on occasion, the instructor. Students will be asked to volunteer to be clients in instructor-led roleplays and perhaps the therapist.  

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.
Assignment #2: Self-Assessment Forms and Reflection Paper
Due: March 2nd by 11:59pm
Length: 2-3 pages
Value: 30 points
Students will be participating in role plays throughout the semester designed to deliver cognitive behavioral therapy in a therapeutic setting. This assignment requires you to meet with a classmate outside of class to take turns completing a role-play in which you briefly assess the client’s presenting concern followed by introducing the cognitive model as a means of addressing the presenting concern and using the ABC sheet to illustrate the cognitive model.

Following the role play, students will complete the CBT Practice Self-Assessment Form on themselves as the worker as well as on their partner as the worker. You will also write a 2-3 page reflection paper in which you provide a summary of the client’s presenting problem followed by a critique of your performance as the worker. Describe what you said, preferably with some quotes, to illustrate the cognitive model and ABC sheets as they fit with the presenting problem. Be sure to specifically discuss how you did or did not succeed in clearly articulating the cognitive model and personalizing this to the client’s presenting problem using an ABC sheet. Be sure to ask your “client” for feedback following the role play and incorporate this into your discussion. 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. You may include questions for the instructor, such as areas where you struggled and what you might do differently.

Students will hand in their self-assessment form as well as the form their partner completed in class on the due date, and the ABC sheet created in session. These must all be stapled together, no paper clips. Reflection papers are to be submitted via the dropbox on Learn@UW. Grades will be determined based on the assessment scores from you and your partner, incorporation of the client’s presenting problem into the ABC sheet and the ability to critically reflect on your performance in the reflection paper.

Grading Rubric
Self-Assessment Forms (10 points)
ABC Sheet (5 points)
Reflection Paper (15 points)
  • Summary of client’s presenting problem (3 points)
  • Description of the therapist’s intervention (what you said) (4 points)
  • Discussion of feedback provided by “client” (2 points)
  • Critique of ability to introduce the cognitive model and ABC sheet, using the client’s presenting problem as an example, and including areas for improvement (6 points)

Total Possible: 30 points
Total Earned: ______
Comments:

Assignment #3: BioPsychoSocial-Spiritual-Cultural Assessment and Treatment Plan
Value: 45 points
Due: April 20th by 11:59pm
This assignment is designed to continue progress toward clinical writing, formulation, differential diagnosis, case conceptualization and treatment planning. Students are asked to discuss an ongoing case from their field placement. If you do not have a case for this assignment, please see the instructor early in the semester.

Choose a client from your field placement who meets criteria for one (or more) of the mental illnesses covered this semester. You will complete a biopsychosocial–spiritual–cultural assessment of the client, as is likely common practice to you in field at this point. The instructor will pay careful attention to the formulation and treatment plan sections of the assessment document. In the formulation, be sure to include discussion of differential diagnosis considerations as needed and support diagnoses with evidence. Also 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 recommend this particular treatment approach with this particular client. You might comment on how the treatment is congruent with the client’s values, beliefs and traditions.

In the treatment plan, be sure to identify clear goals, objectives and interventions, paying particular attention to incorporating the evidence-based treatment into the treatment plan. Preferably the goals are in the client’s own words. Objectives need to be specific, observable and measurable. Interventions need to identify what you and/or the agency will do to assist the client in working toward the objectives. Often each goal has several objectives and interventions.

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

This assignment should be written with proper spelling and grammar and can be organized like an assessment document with clinical writing. An introduction and conclusion are NOT necessary. Rather, students are asked to use the headers (in bold below) in organizing their paper.

**Introduction to the client, presenting request and referral source (3 points)**

- This client (or name) is a _____ year-old married, divorced, single, never married (race) (gender identity, sexual orientation) who currently resides (housing/type of residence, town) with (others in household).
- Other info: any children and their ages; vocational status (unemployed, working FT, student, etc.); legal status; religious or spiritual affiliation; other relevant information
- Referral source and presenting problem, including established diagnoses if applicable

Example:
Mr. Jones is a 45-year-old never married Caucasian heterosexual cisgender male who currently resides in his own home with his dog, Sparky, and his adult daughter and her one year-old son. He is the father of two adult children and is currently unemployed due to disability. He receives SSDI for his MS, which has left him unable to work and requires the use of a wheelchair. Prior to his illness, Mr. Jones worked as a computer technician. He reports no current or past legal history and identifies as a practicing Lutheran. Mr. Jones is referred by his PCP for a mental health assessment due to concerns of a depressed mood as evidenced by increases in sleeping and eating,
anhedonia and beliefs that his life is worthless. At the time of his primary care appointment, Mr. Jones was denying suicidal ideation.

**History of presenting problem; Signs and Symptoms;** (DSM based and including a suicide risk assessment) **Prior Treatment History (8 points)**

**Substance Use History** (if not a part of the presenting problem; including substances used, amount, frequency, when was last use, any treatment received, any social/occupational/legal consequences) **(2 points)**

**Physical Health/Medical History** (do they have a PCP and receive routine medical care? Any medications? Any current medical problems or needs? If there is chronic pain, what is their pain rating? Any history of head injury/loss of consciousness) **(1 point)**

**Developmental History** (did they meet developmental milestones, what was the composition of their family of origin, how would they describe their childhood, any history of traumas/abuse or other major life experiences in childhood? What was school like for them as a child – any social, academic or behavioral difficulties?) **(1 point)**

**Social Relationships** (Current family including significant other and children, peer group, support network) **(1 point)**

**Cultural/Ethnic Considerations (1 point)**

**Spiritual/Religious Considerations (1 point)**

**Education** (did they graduate high school? Any schooling after? Any plans for further schooling?) **(1 point)**

**Employment/Vocational** (currently employed? What is their source of income, especially if unemployed? Work history perhaps including longest job held; employment goals) **(1 point)**

**Military History (1 point)**

**Legal** (current and history of any legal involvement) **(1 point)**

**Leisure/Recreational Interests (1 point)**

**Strengths, Needs, Abilities, Preferences** (try to include some strengths in their own words) **(1 point)**

Needs: transportation, childcare, money, food, housing, etc.
Preferences: Examples: evening appointments; same-gender provider; individual versus group therapy
Abilities: literacy; able to make phone calls to follow up on referrals; etc.

**Mental Status Exam (2 points)**

Appearance:
Behavior:
Orientation:
Speech and Language:
Mood and Affect:
Thought Process
Thought Content: (including suicidality and homicidality)
Insight and Judgment:
Memory and Attention:

**Formulation and Diagnosis** (including a sophisticated client conceptualization and treatment recommendation that demonstrates the integration or practice wisdom, consumer wisdom and best practice inquiry; may be more in-depth than what you would see in a typical assessment document) (10 points)

Treatment Plan (5 points)

Grammar, Spelling, and Clinical Writing (4 points)

*If applicable, minus two points from total grade for lack of proofreading

<table>
<thead>
<tr>
<th>Total Points Possible</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Points Awarded</td>
<td></td>
</tr>
</tbody>
</table>

General Comments:

Assignment #4: Media Contribution
Due: TBD
Value: 10 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 co-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 7 minutes in length and can be followed by a 5-minute discussion/question period. Your classmates will provide a score out of 5 to the instructor. Students will receive the average of the scores for the assignment plus the instructor’s score out of five.

VII. Course Policies

Classroom Climate:
Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. 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. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to diversity and equality in all areas of campus life and in building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. 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.

Brave, safe spaces do not happen on accident; we must work to create them. We will develop community and discussion guidelines in our first meeting and revisit them as needed throughout the course. We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

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, racism, feeling down, and/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.

Other student support services and programs include:
- Multicultural Student Center https://msc.wisc.edu/
- LGBT Campus Center https://lgbt.wisc.edu/
- Dean of Students Office https://www.students.wisc.edu/doso/

Out-of-Class Contact with Instructor
I encourage students to meet with me outside of class to discuss concerns, answer questions and provide 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.

**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.

**Americans with Disabilities Act:**
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to their TA 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.

The McBurney Center provides services and classroom accommodations to students with disabilities. These might include vision and hearing difficulties, learning difficulties and mental health disorders. McBurney is located at 701 W Johnson Street suite 2104. Call for an appointment at 608-263-2741. [http://mcburney.wisc.edu](http://mcburney.wisc.edu)

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

- **Promptness**
  Prompt arrival to all classes is required. This means you are ready to begin class at 11:00am. 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 me 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 me prior to the start of class. Students who are absent for two classes 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. Three or more absences may lead to a student receiving a failing grade.

**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.
Learn@ UW
All students are required to access Learn@UW for course content and assignments. If you have difficulty with Learn@UW, you should contact the DoIT helpdesk.

Late assignment policy
Assignments are due on the date specified by 11:59pm. 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 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.

Written Assignment Policy:
1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. 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) unless indicated otherwise.
3. Students must format assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font.
4. Headings should not be placed in the body of the paper unless indicated.
6. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages).
7. Papers should be placed in the Learn@UW Dropbox by 11:59pm of 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.

Appealing a Grade:
Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” 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 and provide this to me. Your reasons for your appeal should include a discussion of the extent to which you responded to assignment objectives, the quality of your writing (to include grammar and spelling, organization, flow and clarity), and any relevant feedback provided in the grading that you might have questions or concerns about. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. Students wishing to appeal a grade must email me with the required information no later than two weeks after the assignment has been returned to students.

Academic Writing Criteria
Specific attention should be given to paper 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. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections. The comments “It was good” and “I liked it” are NOT examples of critical thinking.
6. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.
7. When references are required, they must be from class readings or other peer-reviewed journal articles. You may not use information from a website unless you receive prior approval from the instructor.
8. References in the paper need to be woven into the discussion in a seamless manner. DO NOT insert a quote into the paper without skillful writing that incorporates the quote into the discussion.

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

**Plagiarism 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:
The process for appeal a final grade is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf