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

This advanced practice course aims to convey a knowledge base in, and orientation to, psychopathology, which will facilitate advanced social work practice. *The Diagnostic and Statistical Manual of Mental Disorders-V (DSM-5)* (APA, 2013) is used as the organizing framework for reviewing major mental disorders. We will 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). We will explore issues of diversity related to diagnosis and treatment of specific mental disorder categories.

As part of this class we will also discuss the strengths and weakness of our current “medical model” approach to mental health in the United States, major revisions in and controversies relating to the new DSM-5, the strengths and weaknesses of this diagnostic system, the role of social workers in psychiatric diagnosis, the relationship between diagnosis and assessment, and 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 (psychological, social and psychopharmacological). Our primary focus will be on assessment and case planning that integrates diagnostic information to ensure that interventions are consistent with the individual’s strengths and needs.
## III. Course Competencies and Practice Behaviors and Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in this Course</th>
<th>Practice Behaviors Addressed in this Course</th>
<th>Assignment(s) Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>* Apply knowledge of social services, policies and programs relevant to mental health practice, to advocate with and/or on behalf of clients to gain access to services</td>
<td>1, 4</td>
</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>* Evaluate ethical dilemmas related to problems and issues in mental health</td>
<td>3, 4</td>
</tr>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>* Identify and synthesize information from multiple sources of knowledge on mental health disorders to understand practice issues related to the assessment and treatment of major mental illness</td>
<td>1, 2, 3 and 4</td>
</tr>
<tr>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>* Demonstrate understanding of how culture and values affect diverse conceptualizations and construction of mental health disorders and their treatment</td>
<td>1 and 4</td>
</tr>
<tr>
<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>* Critically evaluate and apply empirical research relevant to mental health problems</td>
<td>1, 2 and 4</td>
</tr>
<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>* Evaluate and apply knowledge of human behavior and the social environment to choose methods of intervention most appropriate to the treatment of mental disorders</td>
<td>1, 3 and 4</td>
</tr>
<tr>
<td>2.1.10a Engage with individuals, families, groups, organizations, and communities</td>
<td>* Employ diverse strategies to engage with individuals, families and groups, related to the area of the assessment and treatment of mental health disorders</td>
<td>3</td>
</tr>
<tr>
<td>2.1.10b Assess individuals and families</td>
<td>* Assess individuals and families to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the care of persons with serious mental illness</td>
<td>1, 2, 3 and 4</td>
</tr>
<tr>
<td>2.1.10c Intervene with individuals and families</td>
<td>* Demonstrate ability to intervene at different levels (with and/or on behalf of individuals and families) to achieve the desired practice outcome related to mental health</td>
<td>3 and 4</td>
</tr>
</tbody>
</table>
### IV. Course Content and Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments / Quizzes</th>
</tr>
</thead>
</table>
| 1    | Oct 31| ~ Syllabus Review  
~ Diagnosis and the Social Work Profession  
~ The Impact of Stigma in Mental Health  
~ Limitations of the DSM | Class Debate: Should the DSM be the basis for teaching social work practice in mental health? |
| 2    | Nov 7 | ~ Biopsychosocial Risk and Resilience and Strengths Assessment  
~ Mental Status Exam  
~ Cultural Considerations in Mental Health and the Cultural Formulation Interview  
~ Please bring your Corcoran text to class | Reflective Writing (Optional) |
| 3    | Nov 14| ~ Autism Spectrum Disorder  
~ Neurodevelopmental Disorders  
~ Disruptive, Impulse Control and Conduct Disorders | Reflective Writing (Optional)  
Case Role Plays and Presentations  
Quiz 1: ASD; ADHD; ODD; CD (available after class) |
| 4    | Nov 21| ~ Schizophrenia Spectrum and Other Psychotic Disorders  
~ Bipolar and Related Disorders  
~ Psychopharmacology | Reflective Writing (Optional)  
Case Role Plays and Presentations  
Quiz 2: Schizophrenia; Schizoaffective; Bipolar Disorder (available after class) |
| 5    | Dec 5 | ~ Depressive Disorders  
~ Anxiety Disorders | Reflective Writing (Optional)  
Case Role Plays and Presentations  
Quiz 3: DMDD; MDD; Dysthymia; GAD; Panic DO; Social Phobia (available after class) |
| 6    | Dec 12| ~ Obsessive-Compulsive Disorders  
~ Trauma and Stressor-related Disorders | Assignment #4 Due  
Reflective Writing (Optional) |
A note on assigned readings and media:
You will notice a large number of assigned readings and media for each class. I realize that you may not be able to complete all required readings and viewings/listenings each week. Please do not worry about this. You are encouraged to do your best to review as many of the assigned materials as possible, even if you need to skim some of them to familiarize yourself with the essential topics and content. The readings and video/audio clips each offer something unique and all together will enrich a more comprehensive view of the topics covered. Please do your best to come to class prepared to contribute to discussion and active learning exercises.

Class 1 (10/31): Syllabus Review and Course Expectations; Diagnosis and the Social Work Profession; The Impact of Stigma in Mental Health; Limitations of the DSM

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

   ~ Pages 5-24; 809-816

   ~ Chapter 1


Required Listening/Viewing:

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

Class 2 (11/7): Biopsychosocial Risk and Resilience and Strengths Assessment; Cultural Considerations in Mental Health and the Cultural Formulation Interview; Mental Status Exam

Required Readings:
~ Pages 749 - 760

~ Chapter 2


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

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

How to conduct a Mental Health Assessment and Intake (9:57)
~ https://www.youtube.com/watch?v=IfdApaOIlt4E&list=PL2IOWq74HibInWOLKoLzYU0Y6ERd266Oj&index=3

Understanding the MSE – Lisa (w/- commentary) (11:15)
~ https://www.youtube.com/watch?v=83i2MWMqph8
Class 3 (11/14): Autism Spectrum Disorder; Neurdevelopmental Disorders; Disruptive, Impulse Control and Conduct Disorders
Required Reading:
~ Pages 31-86; 461-480

~ 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 (11/21): Schizophrenia Spectrum and Other Psychotic Disorders; Bipolar and Related Disorders; psychopharmacology
Required Reading:
~ Pages 87-154

~ Chapter 3, pages 51-84

~ Chapters 5 and 6

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

Psychopharmacology Lecture (41:09)
~ https://www.youtube.com/watch?v=M2OFdho2wd0


This is What Mania Looks Like (3:50)
~ https://www.youtube.com/watch?v=hiw93Sx10l

Class 5 (12/5): Depressive Disorders; Anxiety Disorders

Required Reading:
~ Pages 155-234

~ Chapter 7

~ Chapter 7, pages 225-266

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

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

Psychiatric Interview for Teaching: Depression (14:44)
~ https://www.youtube.com/watch?v=4YhpWZCdiZc

**Class 6 (12/12): Obsessive-Compulsive Disorders; Trauma and Stressor-Related Disorders**
~ Pages 235-290

~ Chapter 8

**Required Listening/Viewing:**
Now, After (PTSD From A Soldier’s POV) (13:45)
~ [https://www.youtube.com/watch?v=NkWwZ9ZtPEI](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](https://www.youtube.com/watch?v=qDshQTBh5d4)

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

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**Class 7 (12/19): Substance-Related and Addictive Disorders; Personality Disorders; Course Review and Evaluation**

**Required Reading:**
~ Pages 481-590; 645-684; 761-782

~ Chapters 11 and 13

~ Chapter 11, pages 364-412

**Required Listening/Viewing:**
Psychiatric Interview Skills – CASC and OSCE Videos Online (8:45)
~ [https://www.youtube.com/watch?v=fxv9ILyLAAo&index=1&list=PL2IOWq74Hi bInWOLKoLzYU0Y6ERd266Oj](https://www.youtube.com/watch?v=fxv9ILyLAAo&index=1&list=PL2IOWq74Hi bInWOLKoLzYU0Y6ERd266Oj)
Personality Disorders in Modern Life

~ https://www.youtube.com/watch?v=rKglZSMEaSY

○ There are 7 brief videos to this series. Watch parts 1 through 7 (approx 9 minutes each)

V. Course Text and Reading Materials

Required Texts


Texts are available online for purchase. Additional readings will be assigned in advance for specific class topics and will be available on 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:

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>

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

Grades are not assigned on a curve. There is no extra credit, nor additional credit given for trying hard. Trying hard is expected as part of any graduate program.
Grading criteria will be assigned in the following ways:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>9 points</td>
</tr>
<tr>
<td>Participation</td>
<td>9 points</td>
</tr>
<tr>
<td>Reflective Writing Papers</td>
<td>16 points</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>40 points</td>
</tr>
<tr>
<td>Comprehensive Diagnostic Case Study</td>
<td>35 points</td>
</tr>
</tbody>
</table>

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

**Assignments**

**Assignment #1: Reflective Writing Papers**  
**Due:** Must complete 2 papers  
**Value:** 8 points each (16 points total)  
**Length:** 2-3 pages

The purpose of this assignment is to encourage critical thinking and further processing of multi-media course content. Each week there will be required and recommended videos and podcasts as a part of the course content. After completing the required viewing/listening, students are asked to complete a reflective writing paper. These papers will provide students the opportunity to organize their thoughts, reactions, questions and concerns in a brief, two to three page paper. You might choose to comment on each piece of media, or focus your writing on one piece of media that especially stood out to you. Please demonstrate critical thinking and integration of course content into your writing. You are required to critically evaluate, not just summarize, what you have watched or listened to. Think beyond the information presented and write about further insights and ideas you believe are important.

Students must complete two reflective writing papers during the course of the semester. Reflective writing papers are due prior to the start of class for the week the media was assigned. For example, if you choose to write a paper for the media assigned in week 5, the paper is due prior to the start of class on week 5. Papers should be submitted on Learn@UW in the dropbox. They do not require a title page, but please be sure to list your name and the date at the top of the paper. APA citations and a reference list are not required for reflection papers. These papers may read more like a journal entry, although you should demonstrate an incorporation of learning from the DSM and other readings.

**Assignment #2: Weekly Quizzes**  
**Due:** Weeks 4-7
Value: 10 points per quiz (40 total)

Quizzes will be administered online via Learn@UW beginning in week 3 following class 3. Questions will be worth .5 points each. Quizzes may contain a mix of multiple choice and true or false with 20 questions per quiz. Quizzes completed on Learn@UW will provide you with the opportunity to refer to your class materials and take the quiz multiple times as needed to achieve your desired grade.

Assignment #3: Case Role Plays and Presentations
Due: Weeks 4-7
Value: Ungraded, however performance will be considered when determining participation points

Beginning in week 4, students will be placed into groups of four to conduct role-plays of clients with a mental health concern, followed by a case presentation and consultation. Each week, two group members will engage in a clinical interview role play. The other two members of the group will observe the clinical interview and provide feedback at the end. For the two members doing the role-play that week, one member will be the “client” while the other is the interviewer. The “client” will receive a case description from the instructor. Both the client and the interviewer must prepare for their roles prior to class, but should prepare separately. The client and interviewer will engage in a 10 minute clinical interview in which the interviewer attempts to determine the appropriate diagnosis. At the end of the ten minutes, the interviewer will have five minutes to present the case to the “team” (the other two members of the group not involved in the role play). The interviewer and the team will then engage in a brief case consultation facilitated by the interviewer. After the consultation, the group will briefly discuss the whole experience and provide feedback to one another.

Each class member will have the opportunity to be the interviewer once and the client once.

Case Role-Play and Presentation Feedback Form

Interviewer:

My Name:

<table>
<thead>
<tr>
<th>Skill Demonstration</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer asks questions to assist in determining specific diagnostic criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewer asks relevant follow-up questions for further clarification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewer demonstrates warmth, empathy and understanding through verbal and non-verbal communication</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Interviewer presents the case with attention to detail and covers all relevant findings

Interviewer provides reasonable rationale for differential diagnosis

General Comments:

Assignment #4: Comprehensive Diagnostic Case Study
Due: December 12th
Value: 35 points

Students will be provided a case example by the instructor in week 2. Students will be asked to write a provisional diagnostic formulation based on the information provided. Your case study should be completed in the following format using the headers in bold (below).

1. Introduction to the client
   a. Name, age, race/ethnicity, gender identity

2. Brief description of the presenting problem (1-2 sentences)

3. Signs and symptoms resulting in impairment (DSM based)
   a. Social, occupational, affective, cognitive, physical difficulties
      i. Ex: “Social impairment as evidenced by….”

4. History of presenting problem
   a. Events, precipitating factors or incidents leading to need for services
   b. Frequency/duration/severity/cycling of symptoms
   c. Was there a clear time when symptoms worsened?
   d. Family mental health history

5. BioPsychoSocial Considerations
   a. Current family and significant relationships
   b. Childhood/Adolescent History
   c. Social Relationships
   d. Cultural/Ethnic Considerations
   e. Spiritual/Religious Considerations
   f. Legal Considerations
   g. Education
   h. Employment/Vocational
      i. Military
   j. Leisure/Recreational
   k. Physical Health

6. Chemical Use History

7. Counseling/Prior Treatment History

8. Mental Status Exam (needs to be in clinical language)
   a. Appearance
   b. Behavior
   c. Speech
   d. Affect/Mood
   e. Thought Content
f. Thought Process

g. Judgment/Insight

9. Provisional Diagnosis:
   a. Due to limited information, the diagnosis must be provisional. List the diagnosis or diagnoses you consider to be the most appropriate.

10. Formulation
   a. Summarize clinically relevant findings. Be sure to restate relevant signs and symptoms. Be sure to include all external/environmental and internal factors (i.e. endogenous: biological, hereditary, temperamental, sociocultural) that are relevant in the onset/cause and maintenance of the client’s problems.
   b. Provide a rationale for your provisional diagnosis(es) and specifiers. Convey how the diagnosis is a match for this individual. If you are weighing two or more different diagnoses, explain why or how you arrived at these. Discuss why one diagnosis might be a better match than the other. Note any rule/out diagnoses you think are pertinent and why.
   c. Note any strengths, resources, and expressions of resilience that may promote recovery.
   d. Discuss any ethical issues that may arise in the process of assessment and/or treatment with the client.
   e. If relevant, discuss how culture and values affect the assessment of the client’s needs/problems.
   f. Discuss further considerations. Provide detail on additional assessment information you need to inform the differential diagnosis process. Discuss possible diagnostic and psychosocial questions that are pertinent to raise in future meetings with the individual/collaterals.

Although you are using headers for the assignment, you may not use bullet points or list statements except in the mental status exam. Otherwise your discussion in each section should be in prose format. The quality, accuracy, clarity and organization of your writing will directly and significantly influence your grade. It is essential that you demonstrate mastery of diagnostic concepts in your formulation.

Assignment Rubric
Introduction to the client
Brief description of the presenting problem
Signs and symptoms resulting in impairment (DSM based)
History of presenting problem
Current family and significant relationships
Childhood/Adolescent History
Social Relationships
Cultural/Ethnic Considerations
Spiritual/Religious Considerations
Legal Considerations
Education
Employment/Vocational
Military
Leisure/Recreational
Physical Health
Chemical Use History
Counseling/Prior Treatment History

Thorough completion of items above will result in up to 10 points

<table>
<thead>
<tr>
<th>Mental Status Exam</th>
<th>7 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisional Diagnosis</td>
<td>3 points</td>
</tr>
<tr>
<td>Formulation</td>
<td>15 points</td>
</tr>
</tbody>
</table>

Total point possible: 35 points

VII. Course Policies

Writing Assignment Policy

General Formatting and Requirements for Assignments
Failure to adhere to formatting requirements will result in a loss of points.
1. Assignments should be typed in Microsoft Word, double spaced, one-inch margins, and 12-point Times New Roman font,
2. Assignments 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.

Late Assignment Policy
Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late. You are required to contact the instructor if you will be handing in a paper late. The instructor will NOT contact you if an assignment is not received. Computers can be very unpredictable. Computer problems/failure are/is not an excuse for requesting to turn in a paper late.

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention.

Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you
receive in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my careful attention.

INCOMPLETE POLICY
A grade of Incomplete or “I” will not be given unless the student contacts the instructor and makes arrangements for making up the required work. Only emergency situations that prohibit a student from completing the course warrant a grade of “I”.

Attendance
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
  ~ If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students.

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

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

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

There are two major forms of plagiarism:

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

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

Process:

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

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.

- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.

- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).

- Note: Students can appeal any sanctions.

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

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

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

**STANDARDS OF CONDUCT**

Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW).

The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Plagiarism and other forms of cheating will be disciplined according to University procedures.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity.

If you have a concern that needs to be brought to the class’s attention, please speak with this instructor.

**Electronics Policy**

To minimize disruptions to class process cellular phones must be turned off during the class period. However, other electronic devices including laptops and Ipads will be heavily utilized at times in the course. Students are encouraged to bring these devices to class for use during class time. Taping of classes will be allowed only after full disclosure to the class that a tape recorder is operating.

**Confidentiality**

Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

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

**Reading Assignments:** You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

**Grade Appeals/Grievance Policy:**
A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

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

**Recommended Readings, Viewings and Listenings for SW 712 Willits**

**Class 1**

**Recommended Reading:**


**Recommended Listening/Viewing:**
DSM-5 Update for Counselors & Students, Part 1 (1:07:00)
~ https://www.youtube.com/watch?v=cWFR1Ay2FGc

**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 Reading:**


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

**Class 5**

**Recommended Reading:**

**Recommended Viewing/Listening**


**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-Obsessive Compulsive Disorder**
~ [https://www.youtube.com/watch?v=KOami82xKec](https://www.youtube.com/watch?v=KOami82xKec)
Watch service dog calm war vet’s PTSD reaction
~ https://www.youtube.com/watch?v=0y_a_V1QD3U

Class 7

Recommended Reading:


Recommended Viewing:
Drugs, Inc. – Heroin
~ https://www.youtube.com/watch?v=kYiuRyLnZOk&oref=https%3A%2F%2Fwww.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/