I. Catalogue Description
This foundation course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to the Diagnostic and Statistical Manual of Mental Disorders (DSM) as the organizing framework for reviewing major mental disorders and critique of the current "medical model" approach to mental health in the United States. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy.

II. Course Overview
This generalist course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to The Diagnostic and Statistical Manual of Mental Disorders-5 (APA, 2013) as the organizing framework for reviewing major mental disorders and a critique of the current “medical model” approach to mental health in the United States. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy.

This generalist course aims to convey a knowledge base in, and orientation to, psychopathology, as preparation for advanced social work practice. A focus on the identification and description of mental disorders, and what is known (and not known) about their social context and etiology (biological, psychological and socio-cultural factors) will be a major component of the course. In addition, exploration of issues of diversity related to diagnosis and treatment of specific mental disorder categories as well as how this material impacts and impinges on mental health policies and services.

As part of this class we will discuss the strengths and weaknesses of our current “medical model” approach to mental health in the United States, controversies relating to the DSM-5, the strengths and weaknesses of this diagnostic system, and the role of social workers in addressing mental
health concerns across areas of social work practice. We will also explore issues pertaining to ethical practice. This class will not provide in-depth, skill-based learning in specific clinical interventions, but we will review what is known about effective treatments for specific classes of disorders.

### III. Course Competencies and Practice Behaviors and Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in this Course</th>
<th>Course Content Addressing the Competency</th>
<th>Competency Dimension</th>
<th>Week Covered</th>
</tr>
</thead>
</table>
| 1: Demonstrate Ethical and Professional Behavior | • Stigma in Mental Health  
• Assignment #1  
• Social Work and Psychopharmacotherapy | Knowledge; Values; Cognitive and Affective Processes | 2 and 9 |
| 2: Engage in Diversity and Difference in Practice | • The Health and Mental Health Care Systems and Access to Care  
• Biopsychosocial Risk and Protective Factors in Mental Health  
• Cultural Considerations in Mental Health  
• Racial Disparities in the Diagnosis of Schizophrenia  
• Assignment #1  
• Assignment #2:  
• Racial and Ethnic Disparities in the Identification of ASD  
• Suicide Risk Among Marginalized Populations  
• Depression in Person-in-Environment Context  
• The Trauma of Racism  
• The Pathologization of Diverse Gender Identities and Expressions | Knowledge; Values | 1, 3, 4, 5, 7, 8, 11 and 13 |
| 3: Advance Human Rights and Social, Economic, and Environmental Justice | • Assignment #1  
• Racial and Class Disparities in America’s Response to Addiction | Knowledge; Values | 12 |
| 6: Engage with Individuals, Families, Groups and Organizations and Communities | • Assignment #1 | Values; Cognitive and Affective Processes | 2 and 4 |
| 7: Assess | • Biopsychosocial Risk and Protective Factors | Knowledge; | 3 - 15 |
| Individuals, Families, Groups, Organizations and Communities | in Mental Health  
- Diagnosis and the Social Work Profession  
- Introduction to the DSM and Limitations  
- The Cultural Formulation Interview  
- Assessment of specific diagnoses covered weeks 5 through 14  
- Exam | Skills |
|---|---|---|
| 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | - Interventions for specific diagnoses covered weeks 5 through 14  
- Exam | Knowledge; Skills  
5 - 15 |

**IV. Course Content**

*Discussion regarding specific diagnoses listed weeks 5 through 14 will consist of assessment, intervention and social work considerations.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1    | Jan 17 | ~ Syllabus Review  
~ Community Building  
~ Social Work Values in Mental Health  
~ The Health and Mental Health Care Systems and Access to Care | |
| 2    | Jan 24 | ~ Mental Health Stigma and Its Impact on Help-Seeking Behaviors Across Diverse Populations  
~ Stigma Reduction Interventions | |
| 3    | Jan 31 | ~ Overview of Etiology  
~ Biopsychosocial Risk and Protective Factors in Mental Health  
~ Diagnosis and the Social Work Profession  
~ Introduction to the DSM and Limitations | Assignment #1 Due by 11:59pm |
| 4    | Feb 7 | ~ Cultural Considerations in Mental Health  
~ The Cultural Formulation Interview | |
| 5    | Feb 14 | ~ Schizophrenia Spectrum and Other Psychotic Disorders Across the Lifespan  
~ Racial Disparities in the Diagnosis of Schizophrenia | Mental Health in the Media #1 |
| 6    | Feb 21 | ~ Neurodevelopmental Disorders Across the Lifespan: Autism Spectrum Disorder; ADHD  
~ Racial and Ethnic Disparities in the Identification of ASD | Guest Lecture: Lauren Bishop-Fitzpatrick 11:00 – 12:00  
This class will be filmed. |
| 7    | Feb 28 | ~ Disruptive, Impulse Control and Conduct Disorders: Oppositional Defiant Disorder; Conduct Disorder | Guest Lecture: Greg Gintz, LCSW  
Mental Health in the Media #2 |
| 8    | Mar 7 | ~ Depressive Disorders Across the Lifespan  
~ Suicide Risk Among Marginalized Populations | |
| 9    | Mar 14 | ~ Bipolar and Related Disorders  
~ Social Work and Psychopharmacotherapy | Mental Health in the Media #3 |
| 10   | Mar 28 | ~ Anxiety Disorders Across the | |
**Class 1: Syllabus Review and Course Expectations; Community Building; Social Work Values in Mental Health; The Health and Mental Health Care Systems and Access to Care**

**Discussion Questions:**
- Where and how do people access mental health care? What societal factors influence this?
- How will you encounter mental health needs in your social work career?
- How do our social work values inform our responses to these parents’ situations and other concerns identified in these pieces of assigned media?

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

   ~ Chapter 1, pages 1-15

3. Mental Health 60 min (14:21)
   ~ [https://www.youtube.com/watch?v=tCfL9fW4bEg](https://www.youtube.com/watch?v=tCfL9fW4bEg)

Class 2: Mental Health Stigma and Its Impact on Help-Seeking Behaviors across Diverse Populations; Implications for Increasing Mental Health Care Seeking; Introduction to Mental Health Recovery

Discussion Questions:
- What role does stigma play in your own beliefs about and reactions to mental illness?
- What must we, as social workers, do both personally and politically to address the public health concern of stigma?
- What local efforts in the Recovery Movement are you aware of in Dane County?

Required Reading and Media:


Recommended Reading and Media:


Class 3: Biopsychosocial and Societal Risk and Protective Factors in Mental Health; Diagnosis and the Social Work Profession; Introduction to the DSM and its Limitations
Discussion Questions and Activity:

- What are the implications of the current ideology that mental illnesses are medical disorders, meaning they are the result of an internal dysfunction? Are all mental health disorders brain disorders? How does social work’s ecological model contrast with this ideology?
- In-class Debate: Should DSM be the basis for teaching social work practice in mental health?
- Group Assignments for Mental Health in the Media Assignment

Required Reading and Media:

   - Chapters 1 and 2


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

Recommended Reading and Media:


Class 4: Cultural Considerations in Mental Health; The Cultural Formulation Interview; Social Workers and Psychopharmacotherapy

Discussion Questions and Activity:

- What are your thoughts about the cultural formulation interview after seeing it utilized in the demonstration video? How might we incorporate some of these questions into broader social work practice with individuals, families and groups?
- What are the main points Kia Bentley argues in her interview about psychopharmacotherapy and social worker? Do you agree with these points?
- Activity: Students will use Case 1, Case 2 or Case 3 from the Mizock chapter and work in small groups to critically assess the impact of cultural identities, cultural strengths and experiences of cultural stigma on this person’s mental illness.
Required Reading and Media:
   ○ Pages 749 – 760

2. Demonstration of Cultural Formulation Interview (1:06:02)
   https://www.youtube.com/watch?v=lqFrzJ6iP8
   ***I strongly recommend you follow along using the interview questions found in the DSM, and watch the Q&A portion at the end.***

   ~ Chapter 8, pages 115-129


Recommended Reading and Media:


Class 5: Schizophrenia Spectrum and Other Psychotic Disorders across the Lifespan; Racial Disparities in the Diagnosis of Schizophrenia;

Discussion Questions and Activity:
- How were you impacted by the video “A Look into Auditory Hallucinations”? Did you make any new discoveries?
- How do we make sense of the racial disparities in the diagnosis of schizophrenia, particularly among African American males? How is this a social justice issue?
- Mental Health in the Media #1

Required Reading and Media:
1. A Look into Auditory Hallucinations (6:39)
   https://www.youtube.com/watch?v=uPkOyPZdKhg

   • Chapter 5


Class 6: Neurodevelopmental Disorders across the Lifespan: Autism Spectrum Disorder and ADHD; Racial and Ethnic Disparities in the Identification of ASD

Discussion Questions:
- Prior to preparing for today’s topic, what were your beliefs about the causes of ADHD? Did the BBC documentary impact your beliefs in some way? If so, how?
- What are your reactions to the Bryony article? Were you aware of the co-occurrence between gender variance and autism spectrum disorder? In what ways is the gender binary problematic for people with ASD?

Required Reading and Media:
   • Chapters 3 and 4

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

3. Living with ADHD – BBC Documentary (48:58)


Recommend Reading and Media:
Mandell, D.S., Wiggins, L.D., Arnstein Carpenter, L., Daniels, J., DiGuiseppi, C.,


Watch: Autistic Children of Color are seen as More Threatening

Class 7: Disruptive, Impulse Control and Conduct Disorders: Oppositional Defiant Disorder and Conduct Disorder

Discussion Question and Activity:
- Children with ODD and CD are at increased risk for being labeled as delinquent or “bad”. In what ways do social workers have important and unique roles in helping these children?
- Mental Health in the Media #2

Required Reading:
   - Chapter 10

Recommended Reading and Media:
Please note, this video includes descriptions and images of violent behavior. YouTube Video: Conduct Disorder (7:02) Retrieved from: https://www.youtube.com/watch?v=THsIP7pM9Oc&list=PLzISXE49KCNjEUtZ0bOjEZCLzxUYLayUY&index=17

Class 8: Depressive Disorders across the Lifespan; Suicide Risk among Marginalized Populations

Discussion Questions and Activity:
- Your text acknowledges that many older adults view depression as a normal part of aging and offers a case example highlighting this. What are your beliefs about depression and aging? Do you agree with this assumption?
- What are the alarming trends discussed in the Uchegbu and Tannehill articles? Were you aware of these trends? How might we explain these trends and what can social workers do to respond to this problem?
- The podcast interview with Mark Meier identifies risks for depression among social workers. In small groups, we will discuss your reactions to this podcast.
Required Reading:
   • Chapter 7

Recommended Reading and Media:

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


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

Class 9: Bipolar and Related Disorders; Psychopharmacotherapy and Classes of Medications
Discussion Questions:

- Bipolar Disorder is considered a severe and persistent mental illness along with schizophrenia, yet there are many high functioning (and famous) people living with bipolar disorder. How is this possible given the severity of the illness?
- What are the five classes of medications discussed in the Bentley and Walsh chapter? What else do social workers need to know about psychopharmacotherapy to best serve our consumers?
- Your book frequently mentions that medications are used to treat bipolar disorder in children and adolescents, yet many of the medications have been minimally studied to determine long-term risks to this population. What do you think of this?

Required Reading and Media:

   - Chapter 6


3. Treatments for bipolar disorder – Kay Redfield Jamison (2:52)
   https://www.youtube.com/watch?v=pAVU2aH_f7Q

Recommended Reading and Media:

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


https://www.youtube.com/watch?v=eyiZfzbgaW4

Class 10: Anxiety Disorders across the Lifespan; Obsessive-Compulsive Disorders

Discussion Questions:

- We sometimes hear someone referred to as being “so OCD”. After viewing today’s media, how can this be harmful and grossly inaccurate in the face of legitimate OCD?
• What does your text identify as a concern regarding DSM-5’s expansion of former anxiety disorders into their own separate categories? What are your thoughts about this?

Required Reading and Media:
   • Chapter 8

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

3. Obsessive compulsive disorder (5:09)

Recommended Reading and Media:


OCD-Obsessive Compulsive Disorder
https://www.youtube.com/watch?v=KOami82xKec

Class 11: Trauma and Stressor-Related Disorders across the Lifespan; Historical Trauma

***Please note, the content for this topic includes references to a variety of traumatic experiences as well as the causes, symptoms and effects of trauma and PTSD. Given that half of all adults will have experienced at least one traumatic event in their lifetime, discussing trauma and PTSD can be difficult for many of us. Please use your best judgment as you move through the assigned reading and media for this topic, and remember to engage in the self-care practices you know work best for you. If you have concerns about this content or the lecture, please let me know.

Discussion Questions and Activity:
• Students will spend some time in small groups discussing their reactions to the five pieces assigned for this topic. Students will select their own groups.
• While many people will experience a traumatic event, most of them will not go on to develop PTSD. What do you make of this? Why is it that two people can experience the same traumatic event and one may develop PTSD while the other does not?
Required Reading and Media:

2. Trauma, Brain and Relationship: Helping Children Heal (25:02) 
   https://www.youtube.com/watch?v=jYyEEMIMM0

3. *** Please note, this video contains graphic imagery.*** Now, After (PTSD From A Soldier’s POV) (13:45) https://www.youtube.com/watch?v=NkWwZ9ZtPEI


Recommended Reading and Media:
Trauma and the Brain. (8:44) https://www.youtube.com/watch?v=4-tcKYx24aA

Our Spirits Don’t Speak English: Indian Boarding School (5:27) 
https://www.youtube.com/watch?v=qDshQTBh5d4


Class 12: Substance-Related and Addictive Disorders across the Lifespan; Racial and Class Disparities in America’s Response to Addiction

Discussion Questions:
- How does Johann Hari’s TED talk push us to reconsider the causes and treatment of addiction?
- What are the pros and cons of no longer distinguishing between substance abuse and substance dependence?
- Why is there a link between prescription drug abuse and heroin? What is different about society’s current responses to heroin addiction compared to the heroin epidemic of the 1970s and 1980s? How is this a social justice issue?
Required Reading and Media:
   - Chapter 11

2. Everything You Think You Know about Addiction is Wrong – Johann Hari – TED Talks (14:42) [https://www.youtube.com/watch?v=PY9DcI MGxMs](https://www.youtube.com/watch?v=PY9DcI MGxMs)


Recommended Reading and Media:

Frontline: The Meth Epidemic

Class 13: Eating Disorders; Gender Dysphoria; The Pathologization of Diverse Gender Identities and Expressions

**Discussion Questions and Activity:**
- The Weiss online article provides a feminist perspective on eating disorders. How might sexism and misogyny contribute to the development of an eating disorder, as well as the way loved ones, providers and the larger society react to eating disorders?
- Students will spend some time in small groups discussing their thoughts about a gender dysphoria diagnosis. Do you see Gender Dysphoria as a valid, necessary and/or helpful diagnosis? Why or why not?

Required Reading and Media:
   - Chapter 9

   - Pages 451-460


**Recommended Reading and Media:**

Eating and Body Dysmorphic Disorders (10:11) Retrieved from https://www.youtube.com/watch?v=eMVyZ6Ax-74


**Class 14: Neurocognitive Disorders: Major Neurocognitive Disorder (Dementia); Alzheimer’s Disease**

**In-class Activity:**
- Mental Health in the Media #3

**Required Reading and Media:**
   - Chapter 12

2. Dementia: A month in the life – BBC News (13:00) https://www.youtube.com/watch?v=zJObR8TqBIM


**Recommended Reading and Media:**

**Class 15: Borderline Personality Disorder; Course Evaluation**

**Discussion Questions:**
- If you were familiar with Borderline Personality Disorder prior to this class, what were your beliefs and assumptions about people with BPD? What
affective reactions do you have at the thought of working with someone with BPD?
• Did the documentary, “Back from the Edge” impact your beliefs about BPD in some way?

Required Reading and Media:
   • Chapter 13

2. “Back from the Edge” – Borderline Personality Disorder
   https://www.youtube.com/watch?v=967Ckat7f98

Final Exam: During Exam Week, Date and Room TBD

V. Text and Reading Materials for the Course

Required Text

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

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

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

Grading Scale & Standards:
Students' final grade will be based on the following:

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

Grading criteria will be assigned in the following ways:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Professional Participation</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>25</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>10</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Class Attendance and Professional Participation

Participation is REQUIRED. Effective participation consists of having completed readings, media 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). Professional participation also includes arriving to class on time and consistent attendance. 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 readings and class discussions. 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 instructor EARLY in the semester if you need any assistance in this or any other areas. Difficulties in this area should be viewed as an opportunity for growth and professional development. Assignments and in-class activities are designed to support this.

Assignments

Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health

Due: January 31st

Value: 20 points

Length: 2-3 pages (does not include title page and reference page)

The purpose of this assignment is to encourage critical thinking and exploration of personal and professional beliefs, values and reactions related to mental illness and deepen understanding about how our professional values and principles influence our responses to mental health.

In this paper, students are asked to organize their thoughts, reflections, questions and concerns in a brief, two to three-page paper. You are expected to integrate information from at least three of
the required materials into a cohesive discussion. You are required to critically evaluate, not just summarize, what you have read, watched or listened to and apply it to your own beliefs, values, experiences and reactions. Think beyond the information presented and write about further insights and ideas you believe are important. Discuss additional questions that arise for you after reflecting on this topic.

While this reflection paper does ask you to write about yourself, it is never necessary to share information you are not comfortable disclosing. The amount of self-disclosure, in the form of revealing information about your lived experiences, is completely at your discretion and the amount or level of detail will not impact your grade. I am most interested in seeing depth and critical thinking in the discussion of your beliefs, values and reactions to mental illness. In addition, your grade will not be negatively impacted if you share a belief that might be viewed as biased, judgmental or less than desirable. We all have conscious and unconscious biases, and have all been influenced by stigma. If we try to ignore, deny or avoid these parts of ourselves, we are at risk of causing harm in the future.

This paper should be written as an academic paper with proper spelling, grammar and APA citations, reference list and formatting. You should begin the paper with an introduction and end with a conclusion. Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and personal/professional experience and also on attention to grammar, spelling, organization, clarity. Do not approach this reflection paper as you might a journal entry in which you compose your thoughts in the paper as they come to you. This must be a polished, sophisticated and cohesive paper. In a cohesive essay your discussion flows smoothly with transitions from idea to idea and is well-edited. It is not acceptable to use the assignment questions as headers. Papers should be submitted on Learn@UW in the dropbox.

In your paper, please reflect on all the following questions:

- What are some of your personal beliefs about mental illness? Reflect on what has influenced and shaped these beliefs, including stigma. Where do these beliefs come from? How have they changed over time?
- How has exposure to mental health stigma influenced and shaped your beliefs about people with mental illness? Consider messages you have received from various sources in your life, including the media (TV, movies, facebook, news, etc.), family, friends, school, etc.
- What are your affective and cognitive reactions when you encounter someone with mental illness in various spheres of your life, including professionally? You might consider family, friends and peers, co-workers, clients and strangers. What comes up for you? How do you feel and how does this influence the interaction (or lack thereof)?
- As you move forward in your social work training, what can you do to address some of the beliefs and reactions you have described above, including the effects of stigma?

**Grading Rubric**

**Critical reflection on own beliefs, values, experiences and (4 points)**
Critical reflection on the influence of stigma in your beliefs (3 points)

Critical reflection on affective and cognitive reactions when encountering people with mental illness (4 points)

Exploration of ways to address beliefs and reactions, including stigma (3 points)

Correct grammar, spelling and APA formatting (2 points)

Correct citations and reference list (2 points)

Overall writing, including an introduction and conclusion, paper organization and sophisticated integration of required material into a cohesive discussion (2 points)

Total Points Possible: 20

Total Points Awarded:

Assignment #2: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health
Due: April 4th
Value: 25
Length: 3-4 pages (does not include title page and reference page)

The purpose of this paper is to deepen learning and understanding of the ways in which culture and a person’s various identities impact their experience with and response to mental illness. The paper also asks you to consider the roles oppression and discrimination play in accessing and receiving mental health care. You are expected to integrate information from at least three of the required materials into a cohesive discussion.

This paper should be written as an academic paper with proper spelling, grammar and APA citations, reference list and formatting. You should begin the paper with an introduction and end with a conclusion. Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and personal/professional experience and also on attention to grammar, spelling, organization, clarity. This must be a polished, sophisticated and cohesive paper. In a cohesive essay your discussion flows smoothly with transitions from idea to idea. It is not acceptable to use the assignment questions as headers. Papers should be submitted on Learn@UW in the dropbox.

Using the YouTube video with the role-play between Dr. Lewis and the Latina woman illustrating the cultural formulation interview, students will write a brief paper about this client responding to the following questions:

- How might this client’s various identities impact their beliefs about and responses to their mental illness? Consider factors such as age, class, color, culture, disability and ability,
ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation and tribal identity if they are relevant to the case example.

- How might societal factors such as oppression, poverty, marginalization, privilege, and power influence the way this person accesses support and receives mental health care and services?
- Reflect on the use of the cultural formulation interview with this client. How was it perhaps more effective than a traditional psychiatric interview? What questions from the cultural formulation interview did you find to be most effective and relevant in talking with this person about their mental health concerns and why?

Grading Rubric
In-depth discussion of the impact of various identities on beliefs about and responses to mental illness (7 points)

Critical reflection on the role of oppression, poverty, marginalization, privilege and power in accessing support and mental health care (6 points)

Clear discussion of how the cultural formulation interview was utilized in talking with this client about their mental illness and most relevant and effective questions (6 points)

Correct grammar, spelling and APA formatting (2 point)

Correct citations and reference list (2 point)

Overall writing, including an introduction and conclusion, paper organization and sophisticated integration of required material into a cohesive discussion (2 points)

Total Points Possible: 25

Total Points Awarded:

Assignment #3: Mental Health in the Media
Due: TBD by Sign-Up
Value: 10 points

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

Students will be organized into small groups of three. Each group member will sign up for a time to present a newspaper article or other form of media from the past month that discusses a mental health issue in the news. I highly recommend a major national news source - The New York Times, Washington Post, Chicago Tribune; NPR – versus a blog. Local papers are acceptable if
the article you have chosen is about a local issue. The article can be about policy or practice, and you are especially encouraged to share media that touches on mental illness stigma, disparities in access to mental health care, and the roles oppression and poverty play in mental illness in communities.

Be prepared to provide a brief overview of your article to your small group followed by facilitating a critical discussion of the article. Students will have a total of 15 minutes to present the article and engage in discussion. You will need to generate three critical thinking questions to use during your discussion. You will need to provide a hard copy of a one page paper to your group members and the instructor that includes:

1) A reference for the article so students and the instructor can know where to find it
2) A two to three paragraph summary of the article’s main points, as well as why you selected this article
3) Three critical thinking questions for use during small group discussion

A cover page, introduction and conclusion are not required for this one-page paper. Students will be graded by the instructor on their article summary and the level of critical thinking demonstrated in their discussion questions.

Final Exam
Date: TBD
Value: 35 points
This exam will evaluate knowledge of the mental health diagnoses discussed in the course, with particular emphasis on the most common signs and symptoms with which all social workers should be familiar.

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/](https://msc.wisc.edu/)
- LGBT Campus Center [https://lgbt.wisc.edu/](https://lgbt.wisc.edu/)
- Dean of Students Office [https://www.students.wisc.edu/doso/](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

**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](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