I. Course Description
Focuses on the core practice theories, conceptual frameworks and intervention skills.

II. Course Description
Meeting the needs of people with mental health concerns and their families can be complex. Advanced social work practice in mental health requires specific knowledge and skills to negotiate the complex interplay of the dimensions of biology, culture, issues of oppression, and access to resources, other social and environmental factors, and psychological/emotional/interpersonal factors. This course focuses on the development of a foundation of knowledge and skills necessary for culturally competent, recovery-oriented clinical social work practice across populations and practice settings. Social Work 579 is the Advanced Practice concentration requirement in the Mental Health focus area.

To master the competencies and practice behaviors noted below, students will develop:
1. An understanding of core practice theories and conceptual frameworks for the advanced professional social work practice in the area of mental health. (1, 3, 5, 7)
2. Knowledge and skills in research-based, best-practice models and emerging practice innovations in the area of mental health. (3, 6, 9)
3. Knowledge and skills in a variety of mental health practice interventions across practice settings and on behalf of individuals, families, groups, organizations, and communities. (6, 9)
4. Knowledge and skills to critically analyze, monitor, and evaluate clinical social work interventions in advanced mental health practice. (6, 9)
5. The ability to apply social work ethical principles to complex issues arising in clinical social work practice. (2)
6. The ability to address clinical social work practice issues related to age, race, ethnicity, gender, class, sexual orientation, and disability. (4, 5, 9)
7. Knowledge and skills to address specific issues related to discrimination, oppression, and marginalization experienced by consumers served in mental health settings. (5)
III. Course Competencies And Practice Behaviors By Assignments
Successful completion of this course implies that students will have progressed toward achieving some of the core social work competencies by demonstrating and following practice behaviors:

<table>
<thead>
<tr>
<th>Competencies Addressed in the Course</th>
<th>Practice Behaviors Addressed in the Course</th>
<th>Assignment(s) &amp; Activities 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 &amp; programs relevant to the Mental Health focus area, to advocate with, or on behalf of clients for access to services</td>
<td>Final paper &amp; weekly group exercises</td>
</tr>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>* Evaluate ethical dilemmas related to problems and issues in the Mental Health focus area, weigh values and principles of ethical decision making, &amp; the NASW code of ethics in order to address dilemmas related to practice in the area of mental health</td>
<td>In class discussion of particular case examples</td>
</tr>
</tbody>
</table>
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | * Identify & synthesize multiple sources of knowledge to understand policy and practice issues related to the focus area  
* Identify & evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of mental health  
* Use effective communication skills with diverse communities, constituencies, and inter-disciplinary colleagues when dealing with issues related to mental health | Final paper  
Role play demonstration & weekly group exercises  
Final paper; role play demonstration; weekly group exercises |
| 2.1.4: Engage diversity and difference in practice | * Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of mental health  
* Demonstrate knowledge and skills to practice without discrimination and with respect toward people of diverse backgrounds  
* Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems related to the area of mental health | Group exercise week 2; reflection paper week 2  
Group exercise week 2  
Role play demonstrations applicable to all three bulleted practice behaviors |
| 2.1.5: Advance human rights and social and economic justice | * Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the area of mental health | Final paper: group exercises week 2 & week 3 |
| 2.1.6: Engage in research-informed practice and practice-informed research | *Demonstrate ability to evaluate mental health practice  
*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 mental health practice | Role play reflection papers  
Final paper; role play demonstration: group exercises all weeks |
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<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 assessment, intervention, and evaluation most appropriate to mental health problems and populations served in practice</td>
<td>All assignments &amp; group exercises</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>*Assess the impact of historical and contemporary contexts on the practice and policy in the area of mental health</td>
<td>Final paper</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, groups, organizations, and communities related to the area of mental health</td>
<td>Weekly group exercises; reflection papers</td>
</tr>
<tr>
<td>2.1.10b: Assess individuals, families, groups, organizations, and communities</td>
<td>*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</td>
<td>Group exercises weeks 3-6; reflection paper week 3; role play demonstration and reflection papers</td>
</tr>
<tr>
<td>2.1.10c: Intervene with individuals, families, groups, organizations, and communities</td>
<td>*Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to mental health</td>
<td>Reflection paper 3; role plays &amp; reflection papers</td>
</tr>
<tr>
<td>2.1.10d: Evaluation</td>
<td>*Apply research skills to analyze, monitor, and evaluate interventions in the area of mental health</td>
<td>Final paper</td>
</tr>
</tbody>
</table>

**IV. Course Content**

Course objectives will be met through readings, exercises to help build skills, papers and other assignments attending critically to lecture and presentations, and class discussion. Practice skills that are culturally competent and affirming of differences in sexual orientation and gender identity will include strategies for strength-based assessments, effective counseling and psychotherapy, skills in case management and advocacy, and skills in working with organizations and communities around mental health services. There will be readings on core practice theoretical models including systems theory, cognitive behavioral theory, dialectical behavioral theory, attachment theory, and theories of brief intervention, and discussion of their
strengths and limitations for culturally competent practice. Readings and the research paper will familiarize students with some of the current and emerging “best practice” models used by social workers who provide mental health services.

In order to meet the course objectives, students will need to attend all classes and read the assigned material thoughtfully and thoroughly, as well as participate in class discussions and experimental exercises. Students will also be asked to bring questions, concerns and direct practice experiences to help them understand applications of course material. Sharing of direct practice experiences must be one in a way that is respectful to the client and protects clients’ rights to confidentiality.

Meeting course objectives, therefore, also requires that the instructor and students actively work to create a learning environment that is respectful and safe so that practice challenges can be examined honestly, diverse viewpoints shared, and role plays and the like approached with maximum curiosity and enthusiasm and ever-decreasing “performance-anxiety”. Each student has knowledge and experience that will enhance the learning of his/her colleagues. If a student has a disability that may require accommodation to complete the course expectations, please discuss this with the instructor as soon as possible. If issues or barriers that impede learning arise, students are expected to bring these to the attention of the instructor. Students are expected to inform the instructor in advance when possible about any absences from class and are expected to turn in all assignments on their due dates regardless of class attendance that day, unless specific arrangements have been made.

CLASS TOPICS & ASSIGNMENT SCHEDULE:

I. ESTABLISHING A FRAME & BEGINNING COMPETENCIES

Week 1 (08/03/13): Orientation. Objectives: Introductions, review syllabus and course objectives, establish framework for class. Discuss the components of integrated, community-based, recovery oriented mental health services.

Ethics in-class exercise.

Skill-building: You will be practicing attending to non-verbal communication in dyads or groups of three during class discussion exercises.

A form to guide cultural assessment will be handed out in class today. Complete it for yourself, and bring it with you next week. If there are questions that you do not wish to answer, write a sentence or two about how you would approach these areas of cultural assessment with a client who might feel some hesitation with you as the worker around those items. As you fill this out, think about different ways you could obtain information. The questionnaire format is to guide your learning; it is not a form for clients to fill out.
Required readings:
Chapter 1


Danielle E. Parrish, Ph.D. is an Assistant Professor with the University of Houston, Graduate College of Social Work – http://socialworkpodcast.blogspot.com/2011/03/process-of-evidence-based-practice.html


**Week 2 (08/10/13): Cultural Competence and Mental Health.** Objectives: Look at cultural issues that guide how a therapeutic relationship develops, service plan formulations, interventions, and evaluations of effectiveness. **Collaborative Assessment: Attending and Listening: Intentional Use of Language.** Objectives: Assessment is a two-way street. Collaboration and change start with the assessment. Practicing “possibility” language. Practicing OARS.

Skill building: Bring your completed self-assessment to class and be prepared to discuss portions of it (group discussion about which portions) in small groups. During this discussion, you will be practicing a number of skills, including attending to non-verbal communication, reflective listening, and practicing cultural assessment.

Required readings:
Chapter 2 & 3


Recommended reading:

CULTURAL ASSESSMENT QUESTIONS DUE

II. COLLABORATIVE ASSESSMENT: ATTENDING & LISTENING; INTENTIONAL USE OF LANGUAGE

**Week 3 (08/17/13): Stages of Change & Setting Goals.** Objectives: Reviewing stages of change and strategies that follow; goal setting and constructing “solvable” problems; use of benchmarks. Evaluation strategies: “are we there yet?” WRAP.

**Skill building:** Intentional uses of language to enhance collaboration by helping clients dissolve the sense of being at an impasse or facing an “impossible problem,” and enhance a sense of competency.

**Required readings:**


**Recommended readings:**

CULTURAL ASSESSMENT ASSIGNMENT DUE

**Week 4 (08/24/13): Continuation of Change Strategies and Video Series Observing Therapeutic Interventions.** Objectives: Relating this material to major models of therapy; critical thinking about what strategies to choose.

**Skill building:** Working on collaborative assessment.
Required reading:
Chapter 5 & 6


IN CLASS ACTIVITIES
PICK TOPICS FOR RESEARCH PAPER

Week 5 (09/07/13): Attachment & Trauma: Attachment fundamentals; ACE study; videos and discussion. Objectives: Learn about Attachment theory and discuss clinical applications to social work practice with children and adults who have suffered trauma.

Skill building: You will be learning about how trauma affects attachment; applying your assessment skills to cases in small groups and group discussions in class.

Required reading:
The Developing Brain and Child Abuse. Obtained from http://www.ceunit.com/ceus-TheDevelopingBrainandChildAbuse

Chapter 5
Rothschild, B. (2000). The body remembers. New York: WW Norton & Co. (Reading will be provided week 4)

BIOPSYCHOSOCIAL PAPER ASSIGNMENT DISCUSSION

REFLECTION PAPER #1 DUE

Week 6 (09/14/13): Trauma Informed Practice: Prevalence of co-occurring trauma; effects of trauma on the brain; working with clients who have trauma. Objectives: To become trauma informed clinical social workers both in direct practice with individuals, families, and groups and in larger systems practice arenas.

Skill building: You will be applying your assessment and intervention skills related to class examples and class discussion.

Required reading:


**BIOPSYCHOSOCIAL PAPER DUE**

**III. INTEGRATING SERVICES FOR CO-OCCURRING PROBLEMS**

**Week 7 (09/21/13): Assessing for SUDs: Prevalence of co-occurring SUDs; assessment strategies; effects of substances on the brain.** Objectives: Explore assessment and intervention strategies for individuals with both mental health and substance abuse disorders. Consider issues of cultural social norms regarding substance use and expand the view of substance use by individuals with mental illness beyond “self-medication.”

**Skill building:** Application of assessment skills/strategies in case examples discussed during class.

**Required reading:**


**Week 8 (09/28/13): Treatment of SUDs: MI as a treatment strategy; EBPs for kids/families.** Objective: Explore MI as a treatment strategy and plans for children and families related to SUDs treatment.
Skill building: Attending to three case examples in class and application of MI techniques with small groups.

Required reading:


**REFLECTION PAPER #2 DUE**

IV. THEORETICAL MODELS AND THEIR APPLICATION TO SOCIAL WORK PRACTICE IN MENTAL HEALTH

**Week 9 (10/05/13):** CBT: Elements of the CBT model; flexibility in practicing CBT, case conceptualization, session structure. Objectives: Learn about the general theoretical model and implications for practice with clients exhibiting both acute and persistent mental illness.

Required reading:
Chapter intro to 3.

**Week 10 (10/12/13):** CBT: Identifying & connecting feelings & thoughts; Socratic dialogue; CBT tools. Objectives: Learn about the general theoretical model and implications for practice with clients exhibiting both acute and persistent mental illness.

Required reading:
Chapter 4-8

Recommended reading:
*(Companion to the excellent manual for clients below.)*

*(Manual for clients, complete with handouts, homework assignments, and discussion of treatment of depression and anxiety.)*
Week 11 (10/19/2013): CBT: Homework; session structure video that incorporates homework. Objectives: Become familiar with interventions central to CBT.

Required reading:
Chapter 9-12, 14

Recommended reading:


RESEARCH PAPER DUE THIS CLASS PERIOD

Week 12 (10/26/13): CBT- Examples using CBT with different DSM-5 disorders; wrap-up & evaluation. Objectives: Become familiar with applying CBT to different mental health diagnoses.

Required reading:
Chapter 15-17

Recommended reading:

V. Course Texts and Class Schedule

Required texts:

Recommended texts:

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

Please note: The University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Progress) at the end of
the summer semester. 'P' is a temporary grade that will be replaced at the end of October with the final grade you earn for the full 12 weeks.

Grade Standards:
Students will earn points toward their final grade as noted below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grad 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>

1. **20-30 page research paper** 30 points
2. **Biopsychosocial paper** 25 points
3. **Cultural Competence/Self-Assessment** 15 points
4. **Reflection papers (2)** 30 points (15 points each)

ASSIGNMENTS

1. **Two reflection papers (15 points each):** Students will be assigned reflection papers at various points during the semester that will demonstrate critical thinking about the topic at hand. Specific topics and due dates for each reflection paper will be given in the next section. Papers must be typed, double-spaced, and use reasonable (i.e. not unusually wide) margins and 12 pt. Times New Roman font.

   **Reflection paper #1:** Length should be between 7-8 pages: After reading about trauma and development, reflect on the main points of the assigned readings. Your reflection must include how the reading may impact your practice as you go forward especially regarding rapport building and assessment. If you have any trauma in your past or know someone who has been traumatized, how will this affect your practice and potential ways to manage or cope? How does your agency address trauma-informed practice?

   **Reflection paper #2:** You will be writing a 7-8 page reflection paper on this discussion experience to be turned in next week:
   *In talking with your student colleagues about cultural values and experiences, what seemed to facilitate communication, and what seemed to get in the way? What areas of cultural assessment might you personally be most challenged by, and how might you address this? What will you take from this experience that will guide you with your clients? Do you have some thoughts about how programs might use various cultural assessment strategies (you are not to include using this learning tool as a form clients fill out) to achieve a culturally competent intake assessment?*
(It will be interesting for you to be curious about the assessment practices in your field placement during this semester, notice where the gaps are in the area of cultural assessment and find ways to bridge them either through your individual practice, or through suggestions for change and reform at the agency level.)

2. **Cultural Assessment questions (15 points):** This 4 page questionnaire covers many of the essential items of a thorough cultural assessment. You will be given this at the first class and will fill it out and bring it with you to the second class. You will be referring to it in small group exercises. You will also be handing it in so it can be determined if you approached the assignment thoughtfully; as this is personal information, your responses will be confidential. You may find that there is information you do not wish to write down or share. If there are questions that you do not wish to answer, write a sentence or two about how you would approach these areas of cultural assessment with a client who might feel some hesitation with you as a worker. **Note:** This instrument is designed to teach you elements of cultural assessment. It is NOT intended to be administered to a client as a questionnaire. Cultural assessment is not limited to a one-time activity but is a dynamic process that generally unfolds over time, depending on the nature of the work.

3. **Bio psychosocial assessment (25):** Review a case from your internship experience. Describe the case as you would in an assessment, being thorough about background information and demographics making sure to change any identifying information about the client. Make a diagnosis utilizing the DSM-5 criteria and explain why you chose that diagnosis/diagnoses. Describe two potential therapeutic interventions and goals that may be needed with this case. Include benefits and drawbacks to the interventions you have chosen. Other issues to reflect on: cultural implications and empirical evidence about the therapeutic interventions you chose. This paper should be 6-7 pages in length (excluding title page and references). The paper must be typed, double-spaced, and use reasonable (i.e. not unusually wide) margins and 12 pt. Times New Roman font.

4. **Research paper (30 points):** This assignment is designed to give you the opportunity for in-depth exploration into a major focus area of mental health and social work practice. You are to write a 20-25 page (excluding title page and references) paper on a topic in ONE of the following areas, noting the evidence –base for the program or practice(s) you choose, and how further research could enhance the effectiveness of the program or practice(s). Papers must be typed, double-spaced, and use reasonable (i.e. not unusually wide) margins and 12 pt. Times New Roman font in APA format.

1) Assertive Community Treatment (ACT) model for adults with severe and persistent mental illness (in Wisconsin, this model is carried out through Community Support Programs).
2) Mental health practice with children, youth, and/or families. You can focus on models for community treatment of children and/or youth with serious emotional disturbance (sometimes known as “wrap around” programs), or models/programs that target certain presenting issues or present and evidence-informed theoretical treatment paradigm, including models of family treatment where a family member has a severe and persistent mental illness.
3) Mental health practice with LBGTQ youth or adults.
4) Other culturally specific mental health treatment programs/practices.
5) Integrated treatment programs for people with co-occurring disorders.
6) Peer service programs designed to facilitate recovery for individuals with severe and persistent mental illness.

Students are encouraged to make use of the University Writing Lab for this assignment. Please review the Writing Lab’s information here to avoid intentional or unintentional plagiarism: http://writing.wisc.edu/Handbook/QPA_plagiarism.html. More specific information concerning the requirements for this paper is available in Appendix A. The due date for the completed paper is NO LATER than the end of class on October 19th.

5. **Class attendance and participation:** Class attendance is mandatory. Class attendance means showing up *both* physically and mentally, and actively working along with the instructor to create a respectful and stimulating environment for learning. Students are required to contact the instructor in advance if possible if they will be absent. Points may be earned for classes in which a student is absent due to illness, emergency, or travel advisories for students commuting outside the Eau Claire campus, but this will require the student to contact the instructor about specific instructions in order to make up the work.

Due Dates at a Glance:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 3, 2013</td>
<td>Student Information Sheet</td>
</tr>
<tr>
<td>August 10, 2013</td>
<td>Cultural Assessment Questions</td>
</tr>
<tr>
<td>September 7, 2013</td>
<td>Reflection Paper #1</td>
</tr>
<tr>
<td>September 14, 2013</td>
<td>Bio Psychosocial Paper</td>
</tr>
<tr>
<td>September 28, 2013</td>
<td>Reflection Paper #2</td>
</tr>
<tr>
<td>October 29, 2013</td>
<td>Research Paper</td>
</tr>
</tbody>
</table>

**APPENDIX A- FINAL PAPER ASSIGNMENT**

This assignment is designed to give you the opportunity for in-depth exploration into a major focus area of mental health and social work practice. You are to write a 20-25 page (excluding list of references) paper on a topic in **ONE** of the following areas, noting the evidence-base for the program or practice(s) you choose, and how further research could enhance the effectiveness of the program or practice(s). Papers must be typed, double-spaced, and use reasonable (i.e. not unusually wide or narrow) margins.

1) Assertive Community Treatment (ACT) model for adults with severe & persistent mental illness (in Wisconsin, this model is carried out through Community Support Programs)
2) Mental health practice with children, youth and/or families. You can focus on models for community treatment of children with serious emotional disturbance (sometimes known as “wrap around” programs), or other models/programs that target certain presenting issues or present an evidence-informed theoretical treatment paradigm.
3) Mental health practice with LBGTQ youth or adults
4) Other culturally specific mental health treatment programs
5) Integrated treatment programs for people with co-occurring disorders
6) Peer services in programs designed to facilitate recovery for individuals with severe and persistent mental illness.

Once you have identified the topic for your paper, you will be searching the literature for resources. Your initial topic proposal requires you include a preliminary list of at least 5 potential sources. As you continue your literature search, you are encouraged to find additional material. You can use the following outline to organize the elements of your paper. You don’t need to use these headings in your paper.

1. Definition (1-3 pages)

Begin by specifying the target population and the needs members of this target population have that are addressed by one of the topic areas above. You may also wish to set the problem in historical context by discussing the emergence of the target population, or the emergence of the special problems that the target population faces, if appropriate.

2. Description of the mental health services provided (8-10 pages)
Your second task is to gather data on selected programs or treatment models that have been designed to address the mental health needs of the target population. You may wish to break this section down into several subsections that address the following questions:

A. How do the services address the problems of this target population?
B. What evidence is there that the services and/or programs have been effective in reducing, or mitigating the harmful effects of, the problems faced by the target population?
C. What adverse effect(s), if any, has the program or services had on the target population or on some other population in need of services?
D. How does the service model or program incorporate recovery values and cultural competence? If there could be improvements here, you can add them in your concluding section.

3. Summary and suggestions for further development and research (about 3 pages)
Your third task is to provide a brief summary & suggest areas for further research, changes, and/or how to disseminate information about the practices/programs/models that will serve the needs of this target population more effectively in the future.

4. Conclude your paper with a list of references (these do not need to be annotated). You should use the American Psychological Association’s Publication Manual (5th edition) as a guide in preparing your reference list and citing resource material in the text of your paper. Guidelines for the APA citation standard can be found on the Writing Center’s website: http://www.wisc.edu/writing/Handbook/DocAPA.html

Students are encouraged to make use of the University Writing Lab for this assignment. Please review the Writing Lab’s information here to avoid intentional or unintentional plagiarism: http://writing.wisc.edu/Handbook/QPA_plagiarism.html
FORMAT: Your paper must be typewritten and submitted as a “hard copy.” It should not exceed 15 pages of text (excluding references). Papers must be typed, double-spaced, and use reasonable (i.e. not unusually wide) margins and 12 pt. Times New Roman font in APA format.

Your paper will be graded with these considerations in mind:
1. How thoroughly does the paper address all the elements of the assignment as noted above?
2. Is the paper well organized?
3. Is the paper written in a style that allows the reader to easily grasp the points being made?
4. Are there any glaring grammatical or spelling errors?
5. Is the writing free of jargon?

STEPS IN DEVELOPMENT: (If you have questions or concerns along the way regarding this assignment, please get in touch with me.)

October 12, 2013: You can make an appointment to meet with me if you would like to discuss your paper with me.

October 19, 2013: This is the due date for your final paper. Papers submitted after class on this date will be subject to a point reduction.

VII. Course Policies

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:
  ~ Two unexcused absences will result in a student’s grade being dropped one full grade
  ~ Three unexcused absences 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 may be assigned for excused and unexcused absences. This will consist of a 3-4 page paper responding to questions assigned by the instructor.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class 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 will 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; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

**Late Assignment Policy:**
The assignments listed above are due in the drop box by noon 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.

**Plagiarism**
Plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.

Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:
- Use someone else’s words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)
- Use someone else’s evidence, line of thinking or idea without citation
- Turn in someone else’s work as your own, as in copying a peer’s paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor’s approval

**Student Behavior Policy**
In order to learn, we must be open to the views of people different than 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. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.
Note on Accommodation of Student Disability
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible.

Use of Technology in the Classroom
In order to learn, you must be respectful to your fellow classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom. If you use your laptop for anything other than lecture notes, you will not be allowed to use your laptop in the class for the remainder of the semester.