

**School of Social Work
1350 University Avenue
Madison, WI 53706**

**SW 675: Adoptions and Social Work: Practice with Children, Families and the Community
Summer 2015**

Instructor: Audrey M. Conn, MSSW, APSW
Class: Tuesday & Thursday, 6:00-9:00pm (5:00-5:50-pm lab); SSW Rm. 114
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I. Catalogue Description

Social welfare issues from national and local perspective, research, and adoption practice.

II. Course Overview

SW675: *Adoptions and Social Work: Practice with Children, Families and the Community* focuses on advanced social work practice issues and roles at all levels in regard to the unique multi-family, multi-system circumstances of children and families related to the adoption process. It assesses adoption services at international, national, state and local levels, reviewing trends, issues, policy, law, research and practitioner and consumer experiences to assist the student to develop ethical and effective approaches for professional social work. SW675 emphasizes social work values-based, respectful, effective, and empowering practice with, and on behalf of, the parties involved in these child welfare services. Its content on separation and loss, placing practices and visit design, placement stability, multi-family contracting, significance of biological family ties, parent associations and community/agency interventions on behalf of families is applicable for other children's services and situations.

The course uses lecture, discussion, case illustration, presentation, guest interviews and social media, to study family adoption in depth, to compare recommended practice with current practice, and to develop a framework for professional social work practice.

III. Course Competencies & Practice Behaviors & Assignments

Your successful completion of this course means that you will have progressed toward achieving social work competencies in advanced direct practice by demonstrating the following behaviors:

<i>Advanced Practice Competencies Addressed In Course</i>	<i>Practice Behaviors Addressed In Course</i>	<i>Assignment(S) Measuring Behavior</i>
Identify as a professional social worker and conduct oneself accordingly. (Competency 2.1.1)	1) Collaborating with and articulating the mission of social work to others,(e.g., interdisciplinary team members, volunteers, the broader community, news media, political leaders)	1)Leading Class Discussion, Critical Reading Review, Application of Critical Thinking Debates, and

		Analysis & Presentation of Current Topic
Apply critical thinking to inform and communicate professional judgments. (Competency 2.1.3)	<ol style="list-style-type: none"> 1) Identifying and synthesizing multiple sources of knowledge to understand policy and practice issues related to the children, youth and families area. 2) Identifying and evaluating models of assessment, prevention, intervention, and evaluation that are appropriate to the children, youth and families area. 	<ol style="list-style-type: none"> 1) Critical Reading Review, Application of Critical Thinking Debates, and Analysis & Presentation of Current Topic; 2) Leading Class Discussion, Critical Reading Review, Application of Critical Thinking Debates, and Analysis & Presentation of Current Topic
Engage in research-informed practice and practice-informed research. (Competency 2.1.6)	<ol style="list-style-type: none"> 1) Demonstrating ability to evaluate practice in children, youth and families 2) Critically evaluating and utilizing theoretical and empirical research relevant to the problems and/or population addressed in children, youth and families 	<ol style="list-style-type: none"> 1) Critical Reading Review, Application of Critical Thinking Debates, and Analysis & Presentation of Current Topic; 2) Critical Reading Review, Application of Critical Thinking Debates, Adoption Social Media, & Pop Culture, and Analysis & Presentation of Current Topic
Assess individuals, families, groups, organizations, and communities. (Competency 2.1.10b)	<ol style="list-style-type: none"> 1) Assessing individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcome related to the children, youth and families area. 	<ol style="list-style-type: none"> 1) Critical Reading Review, Application of Critical Thinking Debates, Adoption Social Media, & Pop Culture, and Analysis & Presentation of Current Topic

IV. Course Content

Week 1: Tuesday, June 2, 2015

- *Introduction to SW675, Syllabus, and Course Expectations*
- *Introduction to the History of Child Welfare and Out-of-Home-Care in the United States*
- *Federal and State Legislation*

- *History of Adoption and Child Placing*
- ✓ Due: Sign-up for Leading Class Discussion and Critical Thinking Debate (Lab)

Required Reading:

- Major Federal Legislation Concerned with Child Protection, Child Welfare, and Adoption. *Child Welfare Information Gateway*. April 2012, 1-23. Retrieved on 05.26.2015 from <https://www.childwelfare.gov/pubPDFs/majorfedlegis.pdf>
- How the Child Welfare System Works. *Child Welfare Information Gateway*. February 2012, 1-9. Retrieved on 05.26.2015 from <https://www.childwelfare.gov/pubPDFs/cpswork.pdf>

Week 1: Thursday, June 4, 2015

- *Introduction of Foster Care, Kinship Care, and Adoption (purpose, structure, and processes)*
- *Agency and Social Worker Role*
- *Concurrent Planning and Permanency “What Constitutes Permanency?”*
- *Types of Adoption*
- *Legal Issues in Adoption*

Required Reading:

- Concurrent Planning for Permanency for Children. *Child Welfare Information Gateway*. November 2012, 1-19. Retrieved on 05.26.2015 from <https://www.childwelfare.gov/pubPDFs/concurrent.pdf>
- Farmer, E. (2009). How do placements in kinship care compare with those in non-kin foster care: placement patterns, progress and outcomes? *Child & Family Social Work*, 14(3), 331-342.
- Koh, E. (2010). Permanency outcomes of children in kinship and non-kinship foster care: Testing the external validity of kinship effects. *Children and Youth Services Review*, 32(3), p389-398.

Supplemental Reading:

- Wisconsin Department of Children and Families, Chapter 50
- Wisconsin Department of Children and Families, Chapter 51
- Wisconsin Department of Children and Families, Chapter 53

Week 2: Tuesday, June 9, 2015

- *Working with Children, Birth Families, and Foster/Adoptive Families*
- *Adoption Assessment, Preparation, and Training*
- *Openness in Adoption*

- ✓ Due: Critical Reading Review (Lecture)

Required Reading:

- Goldman, G. & Ryan, S. (2011). Direct and modifying influences of selected risk factors on children’s pre-adoption functioning and post-adoption adjustment.

Children and Youth Services Review. 33, 291-300.

- Grotevant, H., Wrobel, G., Korff, L., Skinner, B., Newell, J., Friese, S., McRoy, R. (2008). Many faces of openness in adoption: perspectives of adopted adolescents and their parents. *Adoption Quarterly*, 10 (3-4), 79-101.
- Siegel, D. (2011). Open adoption: adoptive parents' reactions two decades later. *National Association of Social Workers*, 58(1), 43-52.

Supplemental Reading:

- Frame, L., Conley, A., & Berrick, J. D. (2006). The real work is what they do together: Peer support and birth parent change. *Families in Society: The Journal of Contemporary Social Services*, 87(4), 509-520.
- Hojer, I. (2009). Birth parents' perception of sharing the care of their child with foster parents. *Vulnerable Children & Youth Studies*, 4(2), 161-168.
- McWey, L.M.; Acock, A.; Porter, B.E. (2010). The impact of continued contact with biological parents upon the mental health of children in foster care. *Children and Youth Services Review*, 32(10), 1331-1337.
- Neil, E. (2009). Post-adoption contact and openness in adoptive parents' minds: consequences for children's development. *British Journal of Social Work*. 39, 5-23.
- Siegel, D. (2008). Open Adoption and Adolescence. *Families in Society: The Journal of Contemporary Social Services*. 89(3), 366-374.

Week 2: Thursday, June 11, 2015

- *Adoption Identity and Developmental Stages*
- *Race, Ethnicity, Class, and Culture in Adoption*

Required Reading:

- Gleitman, I., & Savaya, R. (2011). Adjustment of adolescent adoptees: The role of age and adoption and exposure to pre-adoption stressors. *Children and Youth Services Review*. 33, 758-766.
- McKay K., Ross, L., & Goldberg, A. (2010). Adaptation to Parenthood During the Post Adoption Period: A Review of the Literature. *Adoption Quarterly*, 13(2), 125-144.
- Von Korff, L. & Grotevant, H. (2011). Contact in adoption and adoptive identity formation: The mediating role of family conversation. *Journal of Family Psychology*. 25(3), 393-401.

Week 3: Tuesday, June 16, 2015

- *Culturally Competent Practice and Multicultural Perspective in Adoption*
- *LGBTQ Youth and Families in Adoption*

Required Reading:

- Averett, P., Nalavany, B., & Ryan, S. (2009). An evaluation of Gay/Lesbian and Heterosexual adoption. *Adoption Quarterly*. 12(3-4), 129-151.
- Child Welfare League of America. (2012). Recommended Practices: To promote the safety and well-being of lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth and youth at risk of or living with HIV in child welfare settings (1st

- ed.). Washington DC: Author.
- Lee, R., Grotevant, H., Hellerstedt, W., Gunnar, M., & The Minnesota International Adoption Project Team. (2006). Cultural socialization in families with internationally adopted children. *Journal of Family Psychiatry*. 20(4), 571-580.
 - Samuels, G. (2009). Being raised by white people: Navigating racial difference among adopted multiracial adults. *Journal of Marriage and Family*. 71, 80-94.

Supplemental Reading:

- Child Welfare League of America. (2006). *Best Practice Guidelines for Serving LGBT Youth in Out-of-Home Care* (1st ed.) Washington DC: Author.

Week 3: Thursday, June 18, 2015

- *International, National, and State Perspectives in Adoption*
- *Recruitment and Retention*
- *Sibling Placements*

✓ Due: Review of Adoption, Social Media, and Pop Culture (Lecture)

Guest Speaker: Kristi Wood, MSW; Licensed Foster Parent

Required Readings:

- Cohn, M., & Ariyakulkan, L. (2008). The importance of the sibling relationship for children in foster care. *Permanency and Family Connections*, Silberman School of Social Work at Hunter College, (updated 2012), 1-10.
- Sibling Issues in Foster Care and Adoption. Concurrent Planning for Permanency for Children. *Child Welfare Information Gateway*. January 2013, 1-21. Retrieved on 05.26.2015 from <https://www.childwelfare.gov/pubPDFs/siblingissues.pdf>

Week 4: Tuesday, June 23, 2015

- *Grief, Loss, and Separation*
- *Bonding and Attachment*
- *Clinical Focus in Adoption*
- *Institutionalization in Adoption*

Guest Speaker: Alice Egan, MSSW, APSW; University of Wisconsin-Madison

Required Reading:

- FOCUS, Newsletter of the Foster Family-based Treatment Association, Fall 2010. 16(3).
- Smith, D., & Brodzinsky, D. (2002). Coping with birthparent loss in adopted children. *Journal of Child Psychology and Psychiatry*. 43(2), 213-223.
- Van den Dries, L., Juffer, F., van Ijzendoorn, M., & Bakermans-Kranenburg, M. (2009). Fostering security? A meta-analysis of attachment in adopted children. *Children and Youth Services Review*. 31, 410-421.

Week 4: Thursday, June 25, 2015

- *Current Trends in Adoption*
- *Ethical Dilemmas in Adoption*

- *Best Practice in Adoption*
 - *Social Work Advocacy and Interventions*
- ✓ Due: Application of Critical Thinking Debates (Lab)

Required Readings:

- Reamer, F., and Siegel, D. (2007). Ethical issues in open adoption: Implications for practice. *Families in Society: The Journal of Contemporary Social Services*, 88(1), 11-18.
- Palacios, J., and Brodzinsky, D. (2010). Adoption research: Trends, topics, outcomes. *International Journal of Behavioral Development*, 34(3), 270-284.

Week 5: Tuesday, June 30, 2015

- *Student Presentations*
- *Post Adoption Services*

- ✓ Due: Analysis of Current Topic in Adoption Practice & Presentations (Lecture)

Required Reading:

- Hansen, M. (2007). State-designed special needs, post-adoption support, and state fiscal stress. *Children and Youth Services Review*, 29, 1411-1425.
- Ryan, S., Nelson, N., & Siebert, C. (2009). Examining the facilitators and barriers faced by adoptive professionals delivering post-placement services. *Children and Youth Services Review*, 31, 584-593.

Week 5: Thursday, July 2, 2015

- *Placement Stability*
- *Special Issues in Adoption*
- *Course Wrap-Up & Evaluation*

- ✓ Due: Self-Evaluation of Participation Form Due by 5:00pm on Friday, July 3rd (Lab & Lecture)

Required Reading:

- Coakley, J. & Berrick, J. (2008). Research Review: In a rush to permanency: preventing adoption disruption. *Child and Family Social Work*, 13, 101-112.
- Wright, Lois W. & Cynthia B. Seymour. Ch. 6 "Practice needs: Protecting children when a parent is arrested." 43-53. *Working with Children and Families Separated by Incarceration*. Washington, DC: CWLA Press, 2000.

Supplemental Reading:

- Hennepin-University Partnership (HUP) Child Well-Being Adoption Disruption and Dissolution Report, 2010, 1-53.
- Livingston Smith, S., Howard, J., Garnier, P. & Ryan, S. (2006). Where Are We Now? Post-ASFA examination of adoption disruption. *Adoption Quarterly*, 9(4), 19-44.

V. Texts and Reading Materials for the Course

Additional readings are available through the Learn@UW site. Periodically, I will post additional articles to the course website—these readings will be recommended rather than required. Other course material (e.g., handouts, further instructions on course assignments, etc.) will be posted to the course website. It is essential that you check the course website frequently for both required and recommended course material.

Throughout the semester we will incorporate and review media reports on adoption and permanency in child welfare. Students are encouraged to share articles and news reports they have found pertaining to the designated week's topics (in addition to the course requirements of facilitating discussion sections during lab). The class will discuss how these portrayals do and do not match up with what we have learned.

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

The assignments for SW675 offer some flexibility to allow each student to focus their coursework on topics of personal and/or professional interest. However, the issues covered in every week of class are likely to be relevant across interest areas, and students are expected to read weekly material ahead of time, come to class with questions and comments, and participate in class discussions.

Assignments (Lab):

Assignment	Points
Leading Classroom Discussion (25x2)	50 points
Application of Critical Thinking Debates	30 points
Participation	20 points
Total Points	100 points

Assignments (Lecture):

Assignment	Points
Review of Adoption, Social Media, and Pop Culture	20 points
Critical Reading Review	30 points
Analysis of Current Topic in Adoption Practice	40 points
Participation	10 points
Total Points	100 points

Points earned on each assignment and your final grade will be assigned as follows (for both lab and lecture):

Grading Scale:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding work, surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas

76-81	BC	Meets expectations in some areas; below in others
70-75	C	Below expectations in most areas; not acceptable graduate work
64-69	D	Below expectations in all areas
<64	F	Fails to meet minimal requirements in all areas, unacceptable work

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 class.

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, and clarity), (3) your ability to demonstrate critical thinking, and (4) your level of effort and engagement with the course and assigned material. If there is something about an assignment that is unclear to you, it is your responsibility 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 four points raised above and I will give your appeal my careful attention.

Participation is REQUIRED. Effective participation consists of having completed readings and other assignments, the ability to integrate social work concepts with experiences AND the ability to engage fully 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 and remaining for the duration of the class. You are required to be an alert 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 the instructor EARLY in the semester if you need any assistance in this or any other areas.

Assignments (Lab):

Leading Class Discussion (50% of final lab grade)

For this assignment, students will facilitate discussion (on two separate days) of two articles/current events related to adoption or another area of child welfare practice. The article can be about policy or practice and it can be an article on child wellbeing (e.g. education, health, income) as well as public child welfare services (child protective services, foster care and adoption). Students will sign up for a time to bring to class a newspaper article that, within the last two weeks, discusses a child welfare issue in the news. I highly recommend *The New York Times*, *Washington Post*, *Chicago Tribune* –a major national source for child welfare (not a blog or op-ed). Local papers are acceptable if the article you have chosen is about a local issue. That is to say, if the article you choose is on national changes to our public child welfare system, please do not use the local paper. Students are also encouraged to focus their search on international events that relate to child welfare practice and/or policy.

You will be allotted 15 minutes of class time. You must: 1) summarize the key points, themes and/or findings from your reading, 2) identify why this information is important for adoption practice and/or child welfare practice and 3) formulate at least 3 questions based on the reading that will stimulate lively, insightful classroom discussion. In addition, this assignment requires you to turn in a 3-4 page maximum, doubled-spaced, standard margin **briefing paper** that includes the required information above and your discussion questions. Briefing papers must be uploaded to Learn@UW by the beginning of class on the day you facilitate discussion. A grading rubric for this assignment will be available on Learn@UW. Students will sign up during the first day of class for two separate times to facilitate class discussions.

NOTE: Your grade is based on your oral presentation in class NOT what is stated on your briefing paper, i.e. if you did not say it, even if it is in your briefing paper, it does not count. This assignment measures your ability to analyze a reading/current event and communicate it efficiently and effectively to others and to initiate thoughtful discussion of the material. An APA citation is not required for this paper. A grading rubric for this assignment is available on Learn@UW.

Application of Critical Thinking Debates (30% of final grade)

Working in small groups students will be asked to examine a controversial issue in child welfare specific to the area of adoption and permanency. You will study the topic and present multiple sides of the issue including any ethical issues that pertain to the subject.

The purpose of this assignment is to give you the opportunity to study a child welfare topic in more depth and to get a chance to work with other students and share perspectives. The instructor will provide you with a list of controversial issues and you must sign up for a topic by the second day of class. The goal is to learn new information and represent as fully as possible a view with which you may or may not agree. The instructor is open to entertaining an issue not represented on the list if the student has a topic that they feel would lend itself well to this course.

A reference list of at least 7-8 solid sources should be turned in at the time of your presentation.

Your group project will be graded on:

- Summary of topic with relevant information provided
- Ability to convey multiple sides of the issue
- Use of facts to support your ideas and citation of sources
- Use of visual aids in your presentation
- Demonstration of the extent to which group members became knowledgeable about the topic

- Organization of the presentation; group presentation should not exceed 15 minutes
- Equal use of time; everyone needs to participate as equally as possible both in the preparation of the project as well as active participation in the debate
- Reference list of 7-8 solid sources given to instructor on day of presentation

Please note that all class members will be asked to give feedback and all students will be asked to comment on their own participation as well as the participation of others. It is also to be noted that occasionally someone is not able to participate fully in a group project (this does NOT mean that this student is a bad person). However, it does mean that the student should not get the same grade as those who did participate fully in both the planning and the presentation of the group project. Group members, including the person unable to fully participate, should indicate that on the group feedback form. It's a fairness issue those that do the work for these projects should get the most credit. I am available for consultation about this project at any point this semester. Please do not hesitate to see me with questions, confusions, problems, insights, etc. A grading rubric for this assignment, along with the participation form, is available on Learn@UW.

Class Participation (20% of final lab grade)

Your grade for class participation is based on attendance, active participation in class discussions, and the quality of your participation (i.e., you need to demonstrate that you are prepared for class and have thought critically about the weekly readings and topics of discussion). We will utilize student lead discussion, small group exercises, and case scenarios during lab. Students are expected to be fully engaged during all of these activities. Students are also expected to provide feedback about their participation in lab. An evaluation form for this assignment is available on Learn@UW.

Assignments (Lecture):

Review Adoption, Social Media, and Pop Culture (20% of final grade)

This assignment focuses on the use and influence of social media and pop culture in adoption practice. Students should select an example of the use of social media and/or pop culture in some aspect of adoption. Students are expected in 4-5 pages to explore practice issues in adoption as portrayed by the source. Using the source, identify and describe **one** striking ethical dilemma related to social work practice in adoption. How might you have dealt with this issue as a social worker assigned to work with the child, birth parent, or foster/adoptive parent? Students will also describe three or more systemic factors that affected services to the child or family or outcome of the scenario. How might practice have been changed in the absence of these systemic influences? Suggest two or more potential solutions for each systemic factor you identified. Students are also required to discuss how this specific example of adoption does or

does not align with what we have been discussing in class (required readings, lecture, etc). Is this example of adoption realistic? Be sure to give specific examples from your source as well as information from course material to support your position. A grading rubric for this assignment is available on Learn@UW.

Critical Thinking Paper (30% of final lab grade)

This assignment requires students to complete a critical review of a journal article related to adoption and/or child welfare. The articles that count toward this assignment must be empirical in nature (rather than conceptual or theoretical only). This article must come from a social science journal (preferably Social Work) and should be an article published since **2008**. I highly recommend Child Welfare which contains generally up-to-date and informative articles about both policy and practice in the field of child welfare. Other possible journals could include Social Science Review, Children and Youth Services Review, Child and Adolescent Social Work Journal, etc.

Papers should be 5-6 pages **maximum**, double spaced, 12-point font, and standard margins. Please note that page one of your papers is not your cover page – it is the first page that has content on it. You will summarize (no more than 1 page), critique (at least 2 pages), and provide a reaction (at least 2 pages) of the substantive information in the reading. The summary should consist of the major points made in the article and a summary should always be in your own words. The critique should include a statement of the strengths (what the authors did well, and why it is important for social work practice) and weaknesses (what they did not do well or failed to do). Your reaction section should include not only whether you agree or disagree with the major points of the article but also why; that is, you should explain the reasons for your reaction. The content should demonstrate a critical reaction to the reading, not only a summary or statement of delight or disgust re: the content. You are expected to be an intelligent consumer of research content, based on comparisons of related material, your education and experience, and the applicability of the material to the course content and your experiences, if applicable.

It is important to try and fully develop a few thoughts by referencing parts of the article and giving examples you know about that connect to your reaction. When you connect the issues raised in the article to issues from other course readings and materials you will want to indicate to what extent the article either amplifies on information we have examined, is an example of something from other course material, or provides an alternative viewpoint to something discussed in class. Any information that you use from articles needs to be cited using APA guidelines. A grading rubric for this assignment is available on Learn@UW.

Analysis & Presentation of Current Topic in Adoption Practice (40% of final grade)

This assignment requires you to complete a review of the research literature on a current topic in adoption practice. The instructor is available to discuss a variety of applicable topics

for this assignment. Evidence of a critical evaluation of the material along with an analysis and depth to the research is required for this assignment. Students must connect their chosen topic with how it is relevant and impacts social work practice. Students are also required to focus and explore a possible ethical dilemma, or a scenario related to the chosen topic, within the context of the topic. Finally, students will make recommendations to improve current child welfare practice. Students will also be required to participate in a presentation on their topic that will be part of the assignment's total grade.

This 8-10 page paper is intended to evaluate how well adoption practice, or some specific aspect of it, is working. Papers that are more valid tend to pursue a question rather than prove a conclusion or preconceived notion. Evidence must be given to support your statements/findings/positions of your selected topic. It is expected that a minimum of 8 references will be utilized; all of them must be resources outside of what is already used in the course. Look to empirical research. Interviews may be used, but not extensively. An exception is made if you interview an expert on your topic. Expect that your interviewee may be contacted by the instructor to verify information. Interviews are cited within the papers text. Please provide a phone number or email address along with your citation.

Your own professional experiences may be used only minimally and antidotal. You must go beyond your own professional or agency experience to a macro level. Students are also expected to identify two areas of federal and state legislation that effects or influences the identified area of practice. Give your specific ideas on how to help it work better, and provide support for these ideas. Papers shall not exceed **maximum** of 10 pages. A grading rubric for this assignment is available on Learn@UW.

Self-Evaluation of Participation (10% of final grade)

Your grade for class participation is based on attendance, active participation in class discussions, and the quality of your participation (i.e., you need to demonstrate that you are prepared for class and have thought critically about the weekly readings and topics of discussion).

Your grade will be based on the following criteria:

- On time for class and present for entire class session
- Respectful towards others in the class (not talking nor whispering while others are talking), indicating to others that you appreciate their point of view even if you do not agree with it.
- Asking questions
- Reflecting on the class content
- Paying close attention
- Professional use of technology

Students are expected to actively participate in the class. Active participation means contributing one's informed opinion, asking questions, responding respectfully to others, and being an active contributor in group activities. I highly encourage students to actively participate in class. It is not only good practice for being a citizen of the world but it also makes the class more interesting for you and me. We will try very hard to have a class environment where everyone can speak their mind with respect always given to the opinions of others. Please let me know early in the semester if this portion of the grade is problematic for you.

Class attendance will be taken for each class session, including both lab and lecture. It is your responsibility to make sure you sign the attendance sheet. Please let me know if you will be missing class. If you are unable to attend class, you need to make sure that you find out what we talked about and take the initiative to get any handouts either from me or other class members. The self-evaluation rubric for this requirement is available on Learn@UW.

Criteria for Assignments

Before turning in any assignment, consider if the following criteria are met:

1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes and paraphrases appropriately identified a clear connection to course ideas/readings. Critical and individual thought is evident.
3. Organization, clarity, logical flow, completed as required.
4. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
5. Has introduction and conclusion, unless otherwise stated.
6. Has depth, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.
8. Completed on time.

General Requirements for Papers:

1. Submit a cover sheet with each paper, that includes your Name, identifies the course (SW675, Conn), and the assignment (for example, Reaction Paper).
2. Papers should be double spaced, 12-point Times New Roman font, and standard margins.
3. Papers should be placed in the Learn@UW Dropbox prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.
4. 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, this shows professionalism and responsibility.
5. Adherence to the APA rules for citations is expected. It is your responsibility to understand the rules for book, magazine and on-line source citations. (Recent updates to the APA form can be obtained at <http://www.apastyle.org/manual/whats-new.aspx>)

Expectations

Students are expected to:

- Attend class weekly and read required materials prior to the lecture class. Please see Section VII of this syllabus for the attendance policy.
- Attend and actively participate in in-class discussion.
- Turn off all cell phone tones and pagers during class (set them to vibrate) and to refrain from taking calls, texting, using instant messaging, sending or responding to any social networking or email venues during class, or using the internet for anything other than directed class work. You will be able to check messages during breaks each class session. (If you experience a personal or family crisis, please notify the instructor upon arriving for class or beforehand that you may need to respond to a call during class.)
- Complete all assignments as required.
- Respond to any requests by the instructor to re-write assignments due to deficiencies in the written product, including grammar and or APA style requirements.
- Advocate for yourself and present any questions or concerns to the instructor that may require the instructor to adjust her presentation to enhance learning for all.

The instructor is expected to:

- Be available to students to answer questions and to respond to student concerns.
- Begin and end classes on time.
- Create a comfortable and open atmosphere conducive to learning.
- Assure that course objectives are met.
- Assure that the classroom and course materials are accessible (per ADA requirements) to all students.

VII. Course Policies

Academic Misconduct:

Please note the following definition of academic honesty. “Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student’s own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an “act in which a student seeks to claim credit for the work or efforts of another without authorization or citation”. Examples include, but are not limited to: “cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person’s ideas, words or research and presenting it as one’s own by not properly crediting the originator, etc.

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

Reading Assignments:

Students 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.

Labs

In addition to dialogue about required readings, labs will provide practice in selected professional skills through consultation on case scenarios, student facilitated discussion, and a series of practice assignments. Attendance will be taken for each lab session.

Written Assignment Policy:

All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy:

The assignments listed above are due at the beginning of the class period 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.

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. If you have written documentation of your disability, please provide it to me as additional guidance for arranging the accommodations you need.

Technology in Class:

A minimal level of external distractions is essential to a productive learning environment. Cellphones, smart phones, iPods, iPads, laptops and any other electronic devices are not to be used during class except in unusual circumstances and with the express written permission of the instructor.

Attendance & Class Participation Policy:

Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning of class and I will note your level of participation. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Arriving late to class or leaving class early, without prior approval from the instructor, will result in an unexcused absence. Three points will be deducted from your grade for each unexcused absence incurred.

Student Behavior Policy:

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

- Please turn off cell phones before entering the classroom.
- Respect another person's viewpoint with which you may disagree.
- Respect another student's right to be heard.
- Read the material and be prepared for class.
- Actively participate in classroom discussion.

Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please review the school's policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

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

Note about Consultation & Feedback:

I am available to assist your learning and to discuss any aspect of the course or your work. I welcome feedback and appreciate suggestions for improving this course. I am available at amconn@wisc.edu or you can call me at 608.265.6924. I will do my best to be responsive to your needs.