

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW 612-001: Psychopathology in Generalist Social Work Practice  
Spring 2019**

**Instructor:** Tally Moses, MSW, Ph.D., Associate Professor  
**Class Time:** Tuesdays 1:20 – 3:15pm  
**Location:** Social Work Bldg., room 106  
**Credits:** 2  
**Instructional Mode:** Face-to-Face  
**Canvas Course URL:** <https://canvas.wisc.edu/courses/91748>  
**Office Location:** Social Work Room 313  
**Office Hours:** By Appointment  
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### **I. Course 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.

**Attributes and Designations:** For undergraduates this course counts as Liberal Arts and Science credit in L&S. For graduate students this course counts toward the 50% graduate coursework requirement.

**Requisites:** Senior standing and declared in Bachelor of Social Work program (for undergraduate students).

**How Credit Hour is Met:** This class meets for one 115 minute class session each week for the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 4 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

### **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.

This required course is part of the Social Work Practice Methods sequence in the Generalist Practice curriculum

### **III. Learning Outcomes: Competency Descriptions and Dimensions**

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignment and behaviors learned in field experiences, and which are derived from social work knowledge, values skills, and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

### **IV. Course Content\*\***

\*\* Note: The instructor may make some modifications to the schedule of topics, discussion questions and even to some of the readings/media based on her best assessment of the needs of the class.

### **Week 1 (1/22): Syllabus Review and Course Expectations; Community Building; Mental Health Care Systems and Access to Care; Mental Health and Social Justice; Social Work Values in Mental Health**

#### **In Class videos:**

1. 60 Minutes: “Nowhere to go”  
~ <https://www.youtube.com/watch?v=tCfL9fW4bEg>
2. PBS Newshour:” Why insured Americans struggle to get MH care”  
~ <https://www.youtube.com/watch?v=1DEW42VVz8M>
3. Samuel:  
~ <https://www.youtube.com/watch?v=Wlj31JRKOC0>

### **Discussion Questions:**

- *What is mental health? illness?*
- *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?*
- *Access issues related to the MH system*
- *Re: the news segments: How do our social work values inform our responses to these parents' situations?*

### **Week 2 (1/29): Biopsychosocial and Societal Risk and Protective Factors in Mental Health; Introduction to the DSM and diagnostic practices; the limitations of the DSM; Diagnosis and the Social Work Profession.**

### **Discussion Questions:**

- *How does the medical model of mental illness align with social work's purpose and values?*
- *How does the medical model undermine social work's purpose and values?*

**Class Activity:** Set group assignments for mental health in the media assignment

### **Required Reading and Media:**

1. Rovinelli Heller, N. and Gitterman, A. (Eds.). (2011). *Mental Health and Social Problems: A Social Work Perspective* (pp. 1-15). New York: Routledge.
2. American Psychiatric Association (2013). *The Diagnostic and Statistical Manual—5th edition*. Washington, DC: APA.
  - Use of the Manual (under Section I): <https://dsm-psychiatryonline-org.ezproxy.library.wisc.edu/doi/full/10.1176/appi.books.9780890425596.UseofDSM5>
3. Corcoran, J. & Walsh, J. (2015). *Mental health in Social Work: A Casebook in Diagnosis and Strengths-based Assessment* (2nd Ed). New Jersey: Pearson Education.
  - Chapters 1 and 2

### **Recommended Reading and Media:**

Probst, B. (2013). "Walking the tightrope:" Clinical social workers' use of diagnostic and environmental perspectives. *Clinical Social Work Journal*, 41, 184-191.

Wakefield, J.C. (2013). DSM-5 and clinical social work: Mental disorder and psychological justice as goals of clinical intervention. *Clinical Social Work Journal*, 41, 131-138.

**Week 3 (2/5): Medicalization; Mental health stigma and its impact; Stigma reduction interventions and anti-oppressive mental health practice; Mental health recovery**

**Discussion Questions:**

- *What are potential impacts of mental illness labels?*
- *What are students' reactions to the Horwitz article?*
- *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 are essential features of anti-oppressive mental health practice?*

**Required Reading and Media:**

1. Horowitz, A. (2007). Transforming normality into pathology: The DSM and the outcomes of stressful social arrangements. *Journal of Health and Social Behavior*, 48(3), 211-222.
2. Corrigan, P. & Kosyluk, K. (2014). Mental illness stigma: Types, constructs and vehicles for change. In P.W. Corrigan (Ed.), *The stigma of disease and disability: Understanding causes and overcoming injustices*. (p. 35-56).
3. Larson, G. (2008). Anti-oppressive practice in mental health. *Journal of Progressive Human Services*, 19(1), 39-54.
4. Jacobson, N. and Greenley, D. (2001). What is recovery? A conceptual model and explication. *Psychiatric Services*, 52(4), 482- 485.

**Recommended Reading and Media:**

Snapping the Chain: Ending Mental Health Stigma in the African American Community:  
<https://www.youtube.com/watch?v=ZcqtFILNSa4>

Parcesepe, A. Cabassa, L.(2013). Public Stigma of Mental Illness in the United States: A Systematic Literature Review. *Administration and Policy in Mental Health and Mental Health Services Research*, 40(5), 384-99.

Corrigan, P. et al (2012). From Adherence to Self-Determination: Evolution of a Treatment Paradigm for People with Serious Mental Illnesses. *Psychiatric Services*, 62(2), 169-173.

Corrigan, P. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Social Work*, 52(1), 31-39.

Moses, T. (2010). Being treated differently: Stigma experiences with family, peers, and school staff among adolescents with mental health disorders. *Social Science & Medicine*, 70(7), 985-993.

Pimlott, S., Ahmedani, B. K., Rios-Bedoya, C. F., Anthony, C. J. (2011) Stigmatizing clients with mental health conditions: An assessment of social work student attitudes. *Social Work in Mental Health*, 9:4, 253-271.

**Week 4 (2/12): Cultural Considerations in Mental Health; The Cultural Formulation Interview; Biological theories of mental illness; Social worker roles in psychopharmacology;**

*Guest Lecturer: Martha Saucedo, MSW., LCSW* [first half of class]

**Assignment #1 due by 11:59pm: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health**

**Discussion Questions:**

- Watch a segment of PBS' medicated child.
- What are social workers' ethical and professional duties with respect to psychopharmacological treatment?
- Should psychopharmacology be a priority as a class offering in schools of social work? How do/should social workers contribute to psychopharmacology?

Required Reading and Media:

1. American Psychiatric Association (2013). *The Diagnostic and Statistical Manual—5th edition*. Washington, DC: APA.
  - Cultural Formulation Section (under section III): <https://dsm-psychiatryonline-org.ezproxy.library.wisc.edu/doi/full/10.1176/appi.books.9780890425596.CulturalFormulation>
2. Demonstration of Cultural Formulation Interview (1:06:02)\*\*\*  
<https://www.youtube.com/watch?v=IqFrSzJ6iP8>  
\*\*\*I strongly recommend you follow along using the interview questions found in the DSM, and watch the Q&A portion at the end. I recommend viewing with headphones for better sound quality.
3. Woo, B., Walton, E. & Takeuchi, D. (2017). Cultural diversity and mental health treatment. In T. Scheid and E. Wright (Eds), *A Handbook for the study of mental health: Social contexts, theories, and systems* 3<sup>rd</sup> Ed. (pp. 493-511). New York: Cambridge University Press.
4. Bentley, K. J and Walsh, J. (2013). Nonmedical Roles in Psychopharmacotherapy. In Vandiver, V. L. (Ed.). *Best Practices in Community Mental Health: A Pocket Guide*. (pp. 15-28). Chicago: Lyceum Books Inc.

Recommended Reading and Media:

Keith, V. & Brown, D. (2017). African American Women and mental well-being: The

intersection of race, gender, and socio-economic status. In T. Scheid and E. Wright (Eds), *A Handbook for the study of mental health: Social contexts, theories, and systems* 3<sup>rd</sup> Ed. (pp. 304-321). New York: Cambridge University Press.

Nikolas, M., Markon, K. & Tranel, D. (2016). Psychopathology: A neurobiological perspective. In J. Maddux & B. Winstead (Eds), *Psychopathology: Foundations for a contemporary understanding*, 4<sup>th</sup> ed. (pp. 27-58). New York: Routledge.

Turner, E. & Mills, C. (2016). Culturally Relevant Diagnosis and Assessment of Mental Illness. In A.M. Breland-Noble et al. (eds.), *Handbook of Mental Health in African American Youth* (pp. 21-35). New York: Springer.

Barrera, I., Schulz, C.H., Rodriguez, S.A., Gonzalez, C.J., and Acosta, C.A. (2013). Mexican-American perceptions of the causes of mental distress. *Social Work in Mental Health*, 11, 223-248.

Velez, B. L., Moradi, B. & DeBlaere, C. (2015). Multiple oppressions and the mental health of sexual minority Latina/o Individuals. *The Counseling Psychologist*, 43(1), 7-38.

### **[The rest of the Course Content will be available shortly]**

## **V. Text and Reading Materials for the Course**

### **Required Text**

Corcoran, J. & Walsh, J. (2015). *Mental health in Social Work: A Casebook in Diagnosis and Strengths-based Assessment* (2nd Ed). New Jersey: Pearson Education.

### **Highly Recommended Text**

American Psychiatric Association (2013). *The Diagnostic and Statistical Manual—5th edition*. Washington, DC: APA.

*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 Canvas. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

## VI. Evaluation: Assignments, Grading and Methods

### Grading Scale & Standards:

Students' final grade will be based on the following:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, excellent work in all areas
88-93	AB	Outstanding, excellent work in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most 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	Course failure

*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.

<u>Assignments</u>	<u>% Points</u>
Class Attendance and Professional Participation	5
Assignment 1: Reflection Paper	20
Assignment 2: Mental health in the media	10
Assignment 3: Cultural Considerations in Mental Health Paper	30
Final exam	35
<b>Total</b>	<b>100</b>

### 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.

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

- **Promptness**

Prompt arrival to all classes is required. Repeated tardiness will impact your grade. If you are frequently late (more than twice), I will deduct points from your professional participation grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

- **Absence**

If you must miss class, please 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** (versus the instructor) any assignments, materials, and communications missed due to absence, late arrival, or early departure. 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; there may be negative impacts on the course grade. Four or more absences may lead to a student receiving a failing grade.

- **Religious Holidays**

I recognize students' choices to observe religious holidays that occur during periods when classes are scheduled. Please bring the need to miss class for religious observance to my attention.

## **Written Assignments**

Before detailing specific assignments, here are criteria for ALL written assignments:

Specific attention should be given to 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. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6. Has **depth**, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.

Other notes about assignments:

1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format (e.g. pdf files).
2. 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).
3. Students must format assignments using **one-inch margins, double-spacing, and a Times New Roman 12-or 11-point font.**
4. You must use correct APA format for citations. Consult the UW writing center's guide for APA formatting (<http://writing.wisc.edu/Handbook/DocAPA.html>).
5. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you must use peer-reviewed journals. **Websites may be used but cannot be the only form of reference.** For example, if an

assignment requires three references and two of the three references are websites, points will be deducted.

6. Papers should be placed in Canvas by 11:59pm of the due date. It is your responsibility to be sure your paper has been downloaded properly.

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

**Due:** February 12th by 11:59pm

**Value:** 20 points

**Length:** 3-4 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 your paper, please reflect on all four of the following questions:

- What are some of your personal beliefs about mental illness? You may want to consider if there are any differences in your beliefs and stigma exposure/experiences in relation to more common mental illnesses vs. severe and persistent mental illness.
- What are your affective and cognitive reactions when you encounter someone with mental illness in various spheres of your life—personally (with family, friends, romantic partners, and peers), professionally (with co-workers and clients); and with strangers? What comes up for you? How do you feel and how do your thoughts and feelings influence the interaction (or lack thereof)?
- Reflect on what experiences have influenced and shaped your 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.
- As you move forward in your social work training and post-graduation, what can you do to address some of the beliefs and reactions you have described above, including the effects of stigma?

Assignment 1 requirements: In this paper, you are asked to organize your thoughts, reflections, and questions in a brief, 3-4 page paper. You are expected to **integrate information from at least 3 required or recommended class 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. Discuss additional questions that arise for you after reflecting on this topic.

Writing requirements: Although this paper is to be written in the first-person, it 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 some sort of conclusion. Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and personal/professional experience **and** 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

and cohesive paper; this requires editing to ensure that your discussion flows smoothly with transitions from idea to idea. Also, please NOT use the assignment questions as headers.

Self-disclosure of information: While this reflection paper does ask you to write about yourself, it is not 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.

### Grading Rubric for Assignment 1

	Points
Critical reflection on own beliefs, values, experiences	20%
Critical reflection on affective and cognitive reactions when encountering people with mental illness	20%
Critical reflection on the influence of stigma on your beliefs	20%
Exploration of ways to address beliefs and reactions, including stigma	20%
Correct grammar, spelling, APA formatting, citations and reference list	10%
Overall writing, including an introduction and conclusion, paper organization and integration of thoughts into a cohesive discussion	10%
Total % Points Possible	100
Total points awarded out of 20:	

**Assignment #2**: Mental Health in the Media

**Due**: TBD by sign-up, Either 2/26, 3/12, or 4/16

**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 news media from the **past YEAR** that discusses a mental health issue in the news. I highly recommend a major national news source - The New York Times, LA Times, Washington Post, Chicago Tribune or NPR (as examples); **AVOID** blogs or pure opinion pieces. The media piece you choose should be substantive in length and in content provide some sort of data/information based on journalistic or scientific inquiry. 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 facilitate discussion. You will need to generate three critical thinking questions to use during your discussion. As the discussion facilitator, consider the order of your questions, and how they might build off one another to engage your group members and facilitate a meaningful discussion.

As part of this assignment:

- 1) Send your selected article to (a) the instructor, and (2) each group member by 5pm on the SUNDAY BEFORE your presentation/facilitation (2/24, 3/10, or 4/14) in the form of a scanned copy of the article, emailed text, or a link to downloadable article];
- 2) On the day of your facilitation, you will need to provide a hard copy of a two-page paper to your group members and the instructor that includes:
  - A reference for the article so group members and the instructor can refer to it
  - A substantive summary of the article’s main points (in narrative)
  - An explanation of why you selected this article
  - Three critical thinking questions for use in facilitating small group discussion

Note: A cover page, introduction and conclusion are not required for this 2-page paper.

Students will be graded by the instructor on the quality of their article summary (thorough, concise, successfully capturing the article’s main points) and their critical questions (well-designed to facilitate critical conversation, get at the thought-provoking ideas presented in the article or their implications). Quality of writing will also be considered.

**Grading Rubric for Assignment 2**

	%
Substantive summary of the article’s main points: thorough, concise, successfully capturing the article’s main points.	40%
Thoughtful explanation for why you selected this article.	10%
Three discussion questions: thought provoking, good for eliciting critical discussion.	30%
Quality of writing (organization, coherence, grammar); Correct citation	20%
Total % out of 100%	
Total points awarded out of 10:	
If article is not emailed to group plus instructor on the Sunday before.	-1 pt

**Assignment #3: Cultural Considerations in Mental Health and Interventions: Critical Analysis Paper**

**Due:** April 2 by 11:59pm

**Value:** 30 points

**Length:** 6-7 pages (does not include title page and reference page)

The purpose of this paper is to deepen your learning about the ways in which culture and various identities impact individual's experiences with and response to mental illness and how these should inform practice/policy.

You will select:

- (a) a mental health illness/area of concern (e.g. eating disorders, non-suicidal self-injury, antisocial personality disorder, complex trauma) [you are encouraged to broaden your scope beyond the mental health topics covered in this class, but you can certainly choose any topic of interest]; and
- (b) a specific cultural group that has faced challenges related to equitable treatment and representation (culture defined broadly—e.g. Transgenderism; GLBQ status; specific racial, ethnic, or religious minorities; immigrants or refugees; elders; women, etc.).

You will be asked to research available quantitative and qualitative research about your selected mental health concern as experienced by your selected cultural group (using a minimum of 5 academic sources). The written assignment will involve a literature review integrating the data you have found, and your analysis of implications for interventions or policy. More detailed instructions for this assignment as well as a grading rubric will be forthcoming.

**Final Exam**

**Date:** TBD during Exam Week

**Value:** 35 points

This exam will evaluate knowledge of some key concepts covered in the beginning of class as well as about the mental health diagnoses discussed in the course, with 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, it is imperative that every member of this class show respect for every other member of this class.

We will share the challenge of developing and 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 also expected to keep confidential all issues of a personal or professional nature discussed in class. If discussing clients, be sure to avoid using any identifying details.

### **Student Wellness**

As a student you may experience a range of issues that can cause disrupt learning, attendance, and academic performance. These might include strained relationships, anxiety, high levels of stress, alcohol/drug issues, 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](http://www.uhs.wisc.edu). Help is always available. See the pdf “UW-Madison Mental Health Resources” on Canvas for more information.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- LGBT Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Below are resources for reporting and responding to incidences of bias and hate on campus.

- Report: <https://students.wisc.edu/doso/services/bias-reporting-process>
- Bias Response and Advocacy Coordinator email: [reportbias@wisc.edu](mailto:reportbias@wisc.edu)
- UW-Madison Police Department: [uwpd.wisc.edu](http://uwpd.wisc.edu)
- Office of Equity and Diversity: [www.oed.wisc.edu/](http://www.oed.wisc.edu/)

You may also report incidents in-person to the [Dean of Students Office](#), 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

Finally, you may also opt to consult with me about your options when feeling unwell,

### **Support for Survivors of Sexual Violence**

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can. However, Chapter 36.11 (22), Wisconsin Statutes, requires “any person employed at [UW-Madison] who witnesses a sexual assault on campus or receives a report from a student enrolled in the institution that the student has been sexually assaulted shall report to the dean of students of the institution. The dean of students shall compile reports for the purpose of disseminating statistical information.” As a faculty member, I am therefore required to report to the dean of students.

For further information about rights and resources:

[http://uwpd.wisc.edu/content/uploads/2014/12/CSA-Resorces-Handout-Victim-RightsResources-2014-VAWA.Clery\\_.pdf](http://uwpd.wisc.edu/content/uploads/2014/12/CSA-Resorces-Handout-Victim-RightsResources-2014-VAWA.Clery_.pdf)

### **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.

### **Electronics:**

To minimize disruptions to class process all devices must be turned off during the class period. 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.

### **PowerPoint slides:**

I will be posting slides for the class weekly on Monday nights by 10pm.

### **Accommodation of Student Disability:**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at [mcburney@odos.wisc.edu](mailto:mcburney@odos.wisc.edu); Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); 702 W. Johnson St., #2104, Madison, WI

I will work directly with you and in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. If you require accommodations to obtain equal access to this class or to any assignments, please contact me as soon as possible.

### **Canvas**

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

### **Late Assignments**

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 the instructor at least 24 hours *prior* to the due date, b) provides the instructor with a reasonable justification for an extension, and c) the student and instructor come to an agreement about a revised deadline, the assignment can be turned in at a different date/time and will be considered 'on time.' Unapproved late assignments will be marked down 2 points *for each day the assignment is late.*

### **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 via email to the instructor or set up a time to meet with the instructor. Your reasons for your appeal should include a discussion of (1) the extent to which you responded to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. Students wishing to appeal a grade must email me with the information requested no later than two weeks after the assignment has been returned to students.

### **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>

### **Code of Ethics, Professional Conduct & Plagiarism:**

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

The School, University and I take plagiarism very seriously. At any time when you use the words of another person or source (online or published) verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School policies.

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.

Note that slight changes to the author's original text, even with a citation, is plagiarism. Please see [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

Process of handling a concern:

- If I suspect that a student has plagiarized, I will contact the student to discuss this concern.
- If I conclude that the student has plagiarized, I will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, I may inform the Dean of Student's Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (<http://www.students.wisc.edu/doso/acadintegrity.html>).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

**Final note & feedback from you: I very much hope you have a good learning experience in this class! To this end, I would greatly appreciate any input from you regarding reactions to, suggestions, and/or concerns about the course. Always feel free to see me personally if you have any concerns about any part of the course. In-person or written comments are always welcome (anonymous or identified).**