

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

**SW422 Social Issues in Aging (Section 001)  
Fall 2018**

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Class Day: Tuesday  
Credits: 3  
Instructional Mode: Face-to-Face

Time: 1:20-3:15  
Location: School of Social Work, Room 220

Canvas Course URL: <https://canvas.wisc.edu/courses/87699>

### **I. Course Description**

This course is designed to give students an understanding of the origins, nature, scope and dynamics of the social problems of older adults and their families in the U.S. and to acquaint students with programs and services available to older adults.

Attributes and Designations: This course counts as Liberal Arts and Sciences credit in L&S.

Requisites: None

How Credit Hour is Met: The credit for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (45 hours per credit) which include regularly scheduled instructor meeting times( 1:20 – 3:15 each week), 20 hours of service learning, and other course learning activities (reading, writing and studying). The syllabus includes more information about meetings times and expectations for student work.

### **II. Course Overview**

Social Work 422 is intended to provide students with an understanding of the contemporary social issues faced by older adults and their families in the United States. A critical examination of these issues will include exploring the demographics of aging, and the programs and services developed for this population. Attention will be given to the diversity of older adults and the aging population with regard to age, race, sexual orientation, class, ethnicity, experiences and abilities.

### **III. Learning Outcomes**

At the end of the semester, students will have increased:

- Knowledge of ways in which changing social demographics, social trends, and scientific and technological advancements impact aging social policies and services
- Knowledge of local, state, and national policies and programs
- Understanding of societal views of older adults and the aging process

- Awareness of how social influences and personal experiences may impact one's attitudes toward older adults
- Knowledge concerning the ways in which the socio-historical context and personal life experiences shape the lives of older adults
- Understanding of how older adults are impacted by intersecting oppressions, including age, race, ethnicity, gender, class, sexual orientation, disability and other marginalized statuses
- Awareness concerning the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Knowledge that dispels commonly held myths regarding older adults and aging
- Understanding concerning social issues impacting lives of older adults and families

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

##### ***Week 1: Tuesday, September 11***

###### Topics: Introduction to the Course

- Syllabus: Overview of Course, Readings, Assignments and Policies
- Service Learning Placements
- Aging and Ageism in the United States

###### Required Readings:

- Administration on Aging, Admin for Community Living, U.S. Department of Health and Human Services (2016). *A profile of older Americans*. Retrieved from AOA website: <https://www.acl.gov/sites/default/files/Aging%20and%20Disability%20in%20America/2016-Profile.pdf>

##### ***Week 2: Tuesday, September 18***

###### Topics: Multigenerational Caregiving Households

###### In-Class Activities:

- Video & Discussion: The Sandwich Generation
- Discussion: Key Take-Aways From Today's Class

###### Required Readings:

- Lahaie, C., Earle, A., & Heymann, J. (2013). An uneven burden: social disparities in adult caregiving responsibilities, working conditions, and caregiver outcomes. *Research on Aging*, 35(3), 243-274.
- Mitchell, B. A. (2015). Intergenerational and family ties of baby boomers. *The Encyclopedia of Adulthood and Aging*, 1-5. doi: [10.1002/9781118521373.wbeaa291](https://doi.org/10.1002/9781118521373.wbeaa291).

##### ***Week 3: Tuesday, September 25***

###### *Begin Service Learning Hours This Week*

###### Topics: Dementia & Caregiving

- Types of Dementia
- Alzheimer's Disease

- Caregiver Struggles
- Challenging Behaviors
- Non-Pharmacological Practices

In-Class Activities:

- Video & Discussion: Validation Therapy
- Video & Discussion: Power of Music
- Video & Discussion: Hand Under Hand & Communication
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Gilster, S.D., Boltz, M. & Dalessandro, J. L. (2018). Long-term care workforce issues: practice principles for quality dementia care. *The Gerontologist*, 58(S1), S103-S113.
- McGovern, J. (2015). Living better with dementia: strengths-based social work practice and dementia care. *Social Work in Health Care*, 54, 408-421.

**Week 4: Tuesday, October 2**

*Book or Film Approval Due*

Topics: Multigenerational Caregiving: Grandparents

- Demographics
- Contributing Factors
- Challenges & Rewards

In-Class Activities:

- Story: One of the Greatest People I Have Ever Known
- Pair Share: Factors Contributing to Grandparents Caring For Grandchildren
- Video & Discussion: Grandparents Raising Grandchildren
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Generations United (2017). *State of grandfamilies 2017*. Retrieved from Generations United website:  
<https://dl2.pushbulletusercontent.com/uhDY7UgdGYnOod6G7VFkdKnuzE3yALmr/17-InLovingArms-Grandfamilies.pdf>
- Clotey, E. N., Scott, A. J., Alfonso, M. L., & Alfonso, E. C. A. S. M. (2015). Grandparent caregiving among rural African Americans in a community in the American South: challenges to health and wellbeing. *Rural and Remote Health*, 15(3313).

**Week 5: Tuesday, October 9**

Topics: Technology

- Service Learning Processing
- Supportive Technology
- Robotics
- Ethics

In-Class Activities:

- Small Groups: Service Learning Processing
- Videos & Discussions: Medication & Home Technology; Robotics
- Demonstration: Maggie May
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Lin, P., Abney, K., & Bekey, G. (2011). Robot ethics: Mapping the issues for a mechanized world. *Artificial Intelligence*, 175(5), 942-949.
- Mitzner, T. L., Chen, T. L., Kemp, C. C., & Rogers, W. A. (2014). Identifying the potential for robotics to assist older adults in different living environments. *International Journal of Social Robotics*, 6(2), 213-227.
- Wu, Y. H., Fassert, C., & Rigaud, A. S. (2012). Designing robots for the elderly: appearance issue and beyond. *Archives of Gerontology and Geriatrics*, 54(1), 121-126.

**Week 6: Tuesday, October 16**

Topics: Housing

- Aging in Place
- Visitability & Universal Design Homes

In-Class Activities:

- Video & Discussion: Multigenerational & Universal Design Homes
- Story: Dad's House
- Video & Discussion: Green House Project
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Sokolec, J. (2015). The meaning of "place" to older adults. *Clinical Social Work Journal*, 1-10. DOI 10.1007/s10615-015-0545-2
- Trachtman, L. H., Mace, R.L., Young, L.C. & Pace, R.J. (2014). The universal design home: are we ready for it? In Taira, E. D., & Carlson, J. *Aging in Place: Designing, Adapting, and Enhancing the Home Environment*. (pp. 1-18). Routledge.

**Week 7: Tuesday, October 23**

*Critical Book or Film Discussion Paper Due*

Topics: Transportation

In-Class Activities:

- Video & Discussion: Options to Driving
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- D'Ambrosio, L., Coughlin, J., Mohyde, M., Gilbert, J., & Reimer, B. (2007). Family matter: older drivers and the driving decision. *Transportation Research Record: Journal of the Transportation Research Board*, 2009, 23-39

- Dickerson, A.E., Molnar, L.J., Bédard, M., Eby, D.W., Berg-Weger, M., Choi, M., Grigg, J., Horowitz, A., Meuser, T, Myers, A, O'Connor, M., Silverstein, N.M. (2017). Transportation and aging: an updated research agenda to advance safe mobility among older adults transitioning from driving to non-driving. *The Gerontologist*, gn120, <https://doi-org.ezproxy.library.wisc.edu/10.1093/geront/gnx120>.

**Week 8: Tuesday, October 30**

**MID-TERM EXAMINATION ON WEEKS 1-7**

**Week 9: Tuesday, November 6**

Topics: Healthcare Trends & Disparities

- Service Learning Processing
- Future Trends in Healthcare
- US Healthcare Workforce
- Interprofessionalism
- Healthcare Disparities

In-Class Activities:

- Small Groups: Service Learning Processing
- Video: Cancer Health Disparities
- Discussion: Barriers to Receipt of Culturally Sensitive Healthcare
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Farmer, D. F., & Yancu, C. N. (2015). Hospice and palliative care for older lesbian, gay, bisexual and transgender adults: The effect of history, discrimination, health disparities and legal issues on addressing service needs. *Palliat Med Hosp Care Open J*, 1(2), 36-43.
- Spitzer, W. J., & Davidson, K. W. (2013). Future trends in health and health care: implications for social work practice in an aging society. *Social Work in Health Care*, 52(10), 959-986.

**Week 10: Tuesday, November 13**

Topics: Health Insurance Programs

Guest Speaker: Alison Meier

Required Readings:

- Gross, J. (Oct. 15, 2011). How medicare fails the elderly. *The New York Times Sunday Review*. Retrieved from <http://www.nytimes.com/2011/10/16/opinion/sunday/how-medicare-fails-the-elderly.html>
- Tugend, A. (2016, March 25). Investing for your future health care. *The New York Times*. Retrieved from [http://www.nytimes.com/2016/03/27/your-money/investing-for-your-future-health.html?\\_r=0](http://www.nytimes.com/2016/03/27/your-money/investing-for-your-future-health.html?_r=0)

**Week 11: Tuesday, November 20**

Topics: Healthcare Communication & Literacy

- Patient-Physician Communication
- Communication Styles
- Language & Interpreters
- Levels of Healthcare Literacy

In-Class Activities:

- Small Groups: Service-Learning Processing
- Video & Discussion: Health Literacy
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Choi, N. G., & Dinitto, D. M. (2013). The digital divide among low-income homebound older adults: Internet use patterns, eHealth literacy, and attitudes toward computer/Internet use. *Journal of medical Internet research, 15*(5).
- Eliassen, A. H. (2015). Power Relations and Health Care Communication in Older Adulthood: Educating Recipients and Providers. *The Gerontologist, 1-8*, gnv095.

**Week 12: Tuesday, November 27**

Topic: Service Learning Processing  
Substance Use

In-Class Activities:

- Small Groups: Service Learning Processing
- Video & Discussion: The Sandwich Generation
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Alpert, P. T. (2014). Alcohol Abuse in Older Adults An Invisible Population. *Home Health Care Management & Practice, 26*(4), 269-272.
- Holland, J.M., Rozalski, V., Beckman, L., Rakhkovskaya, L.M., Klingspon, K.L., Donohue, B., Williams, C., Thompson, L.W., & Gallagher-Thompson, D. (2016). Treatment preferences of older adults with substance use problems. *Clinical Gerontologist, 39*(1), 15-24.
- Tampi, R. R., Tampi, D. J., & Durning, M. (2015). Substance use disorders in late life: A review of current evidence. *Healthy Aging Research, 4*(27), 1-8.

**Week 13: Tuesday, December 4**

*Finish Service Learning Hours by December 7*

Topics: Elder Abuse & Domestic Violence

- Statistics
- Culture Matters
- Wisconsin Reporting Laws
- Intimate Partner & Domestic Violence

In-Class Activities:

- Video & Discussion: Face of Elder Abuse
- Discussion: Ageism's Role in Victims of IP & DV Accessing Services
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Brownell, P. (2015). Older Women and Intimate Partner Violence. *The Encyclopedia of Adulthood and Aging*.
- Pillemer, K., Connolly, M. T., Breckman, R., Spreng, N., & Lachs, M. S. (2015). Elder mistreatment: Priorities for consideration by the White House Conference on Aging. *The Gerontologist*, 55(2), 320-327.
- Teaster, P. B., & Soka, A. E. (2016). Mistreatment and Victimization of LGBT Elders. In *Handbook of LGBT Elders* (pp. 343-357). Springer International Publishing.

***Week 14: Tuesday, December 11***

*Service Learning Hours & Agency Evaluation Due*

*Service Learning Reflection Paper Due*

Topics: Sexuality & Intimacy

- Myths About Elders' Sexuality
- The Reality
- Barriers Experience by Elders
- Sexual Issue Confronting Elders

In-Class Activities:

- Discussion: Myths about Elders' Sexuality
- Discussion: HIV-AIDS & Sexually Transmitted Diseases
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Morrissey Stahl, K.A., Bower, K.L., Seponski, D.M., Lewis, D.C., Farnham, A.L., & Cavatadik, Y. (2017). A practitioner's guide to end-of-life intimacy: suggestions for conceptualization and intervention in palliative care. *Journal of Death and Dying*, 77(1), 15-35.
- Pilowsky, D. J., & Wu, L. T. (2015). Sexual risk behaviors and HIV risk among Americans aged 50 years or older: a review. *Substance abuse and rehabilitation*, 6, 51-60.
- Spring, L. (2015). Older women and sexuality—are we still just talking lube? *Sexual and Relationship Therapy*, 30(1), 4-9.

**V. Texts and Reading Material for the course:**

No textbook is required for this course and all articles will be available through Canvas.

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

### Grading Scale & Standards:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, 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
64-69	D	Below expectations in all areas
<64	F	Fails to meet minimal expectations in all areas, not acceptable

### Assignments

Assignment	Points/Percentages
Service Learning Hours & Agency Evaluation	10
Critical Book or Film Discussion Paper	20
Mid-Term Examination	25
Service Learning Reflection Paper	20
Final Examination	25
<b>Total Points</b>	<b>100</b>

#### 1. Attendance Policy

In order for you and your fellow classmates to benefit from this course, you are expected to attend all scheduled classes and to arrive on time. Attendance will be taken at each class. If you are unable to attend class, please email Professor Schroepfer prior to the beginning of class so that you can receive an excused absence. You may receive no more than one excused absence this semester. Two points will be deducted from your grade for each unexcused absence incurred. Please note that you must attend at least 12 classes in order to pass the course.

#### 2. Service Learning Hours & Agency Evaluation (10 points)

In order to enhance your learning experience, you will be required to spend a minimum of 20 hours providing service in an aging-related placement approved by Professor Schroepfer. Ying-Chun Lin is the teaching assistant for this course and will work with you on your placement.

##### *Placement Choice*

- Ying-Chun will provide you with a list of placements from which you can choose.
- Once you choose your placement, you will then contact the agency and set up a time for an interview.
- If approved by the agency, you will need to complete any agency required paperwork, TB tests, etc.
- You must also complete with your Service Learning Supervisor two documents included in this packet:
  1. “Memorandum of Understanding” between you, your supervisor and Professor Schroepfer regarding what tasks are expected of you during the semester.

2. “Student Learning Time Log” on which you will fill out weekly your completed volunteer hours. Your supervisor will need to sign the form upon completion of your 20 hours.

*Volunteer Hours*

- **You must begin your volunteer hours no later than September 24 and complete them no later than December 7.**
- Your service hours are not to be completed early or late in the semester; rather, you are required to spread your hours out over the semester. For example, it would be ideal to volunteer 2-3 hours a week. By spreading your hours out across the semester, you will have the advantage of learning about elders through readings and lectures, while also working with them.

*End of Semester*

- **Prior to the beginning of class on December 11<sup>th</sup>, you are to upload three completed and signed documents. Note: If the documents are not signed, they are not considered complete.**
- You and your supervisor must sign your completed **Student Learning Time Log**, which you are to upload on Canvas
- You must ask your supervisor to complete and sign the **Service Learning Supervisor Evaluation**, which you are to upload on Canvas.
- You must complete and sign a **Service Learning Student Evaluation**, which you are to upload on Canvas

**Please note that you cannot pass this class unless your volunteer hours and paperwork have been completed and uploaded by the deadline.**

3. Critical Book or Film Discussion Paper (20 points)

*Purpose of Assignment*

A key goal of this course is to provide you with a deeper awareness and understanding of the contemporary social issues in aging; however, it is not possible to cover all issues in class lectures and required readings. This assignment affords you the opportunity to choose and learn more about a social issue of interest to you, and to do so through the medium of books or films. Oftentimes when social issues are presented in a classroom environment, the emotional component and voices of those experiencing the issue can be lost. Books and films, however, tend to capture these missing components. Furthermore, it is important that you learn to make the connection between your service learning work and knowledge gained in the classroom and through required readings, a skill referred to as triangulation. This assignment will both allow you to learn more about a particular issue and to practice the art of triangulation.

*Assignment Instructions*

A list of books and films will be provided and you must obtain approval regarding your choice prior to the beginning of class on October 2. If approval is requested after this date and time, 2 points will be deducted from the total number of points you earn for the paper.

Once you have received this approval, you can begin working on your paper. You are required to write a 4-page minimum to 5-page maximum paper. Please remember that this is not a book or film review; rather, it is a thoughtful and critical discussion of the material. Be certain to adhere to the Written Assignment Guidelines Policy.

In your paper, please cover the following areas. It is recommended that you use headings in your paper in order to increase the readability of it.

- Introduction
- Brief summary of book or film
- Discussion covering the following but in no particular order:
  - ~ New knowledge and insights you gained
  - ~ Questions you were left with
  - ~ Connections between your book or film and the classroom lectures, required readings and your service learning experience (triangulation)
- Implications for practice and policy
- Conclusion that weaves the threads of your discussion together such that your reader has a sense of closure

#### *Assignment Due Dates*

You must obtain approval for your book or film no later than October 2, and the completed paper uploaded to Canvas on October 23 prior to the beginning of class. You can earn up to 20 points on this assignment.

#### 4. Examinations (50 points)

Two examinations will be given covering material from the readings, lectures, videos and class discussions. These exams will consist of multiple choice and true-false questions, and the mid-term exam is worth 25 points and the final exam 25 points. Please arrive promptly at the appointed exam time. If you arrive late to the either exam and at least one student has already completed the exam and left the classroom, you may not take your exam and will receive a failing grade.

- The mid-term examination will be held on Week 8, Tuesday, October 30 and cover the material from Weeks 1-7.
- The final examination, which is not comprehensive, will cover weeks 9-14, and be held on the scheduled final examination date Thursday, December 20, 12:25pm-2:25pm, location to be determined by the University at a later date.

#### 5. Service Learning Reflection Paper (20 points)

##### *Purpose of Assignment*

The service-learning component of this course provides the opportunity to spend time with elders in their environment in order to enhance your learning. Gaining an understanding of the social issues involved in aging requires that you not only learn from lectures and readings but also from elders who are experiencing these issues. This paper affords you the opportunity to critically and deeply reflect on your service-learning experience and, in doing so, consider how your experiences connected with lectures and required readings (triangulation).

##### *Assignment Instructions*

You are required to write a 4-page minimum to 5-page maximum paper. Be certain to adhere to the Written Assignment Guidelines Policy. Please remember that this assignment is to be written as a thoughtful, insightful and critical discussion of your experience. Your paper should respond to the questions below. Be sure to employ triangulation; that is, were there experiences at your site that were supported or contradicted by what you learned through class lectures and readings. It is recommended that you use headings in your paper in order to increase the readability of it.

#### Placement & Assigned Tasks Description

- Briefly describe your placement and assigned tasks
- What was interesting about the elders with whom you worked?

#### Personal & Professional Reflections

- What values, beliefs and/or myths regarding aging did you have coming into your experience? How did they change or not change?
- If you had to handle a tough situation, please describe it. How did you handle the situation? If you were faced with the same situation again, would you do anything different?
- How did you grow as a person from your experience?
- Did you learn new skills?

#### Administrative Reflections

- How were decisions made at your site formally and informally?
- What could be improved programmatically and administratively about how the organization works?
- How did funding affect what happens at your site?

#### *Assignment Due Dates*

Your completed paper is to be uploaded to Canvas on December 11 prior to the beginning of class. You can earn up to 20 points on this assignment.

#### Grading Questions

Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn 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), and (3) your ability to demonstrate critical thinking and write with depth. If there is something about an assignment that is unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner.

Grade expectations should not be based on what you have received in other courses; such an expectation is never a legitimate argument for appealing a grade. If you have an issue with a grade that you earned in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my fair and careful attention. If you would like to discuss how to improve your writing, etc. (and are not appealing a grade), then you are welcome to schedule a time to meet with me to do so; no documentation is necessary.

## VII. Course Policies:

### Student Behavior Policy & Classroom Climate

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 that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your 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.

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 and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

### Reading Assignments

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

### Written Assignment Guidelines Policy

All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:

#### Papers Must:

- Use one-inch margins
- Use Times New Roman 12-point font
- Be double-spaced and each new paragraph indented ½ inch
- Use page numbers for all assignments
- Be spell and grammar checked
- 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 place this information on the first page of your paper
- Use APA style when citing and referencing

#### Paper Organization:

- Each paper must include an introduction and conclusion
- Each paper must have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion

- Each paragraph must have a clear and concise topic sentence that reflects the content of the paragraph it introduces
- Paragraphs must have smooth transitions from one to the next
- A consistent tense must be used throughout the paper

Do Not:

- Use contractions (for example: don't, can't)
- Use quotes from articles read, unless it is a 2-3 word phrase not easily put into other words
- Be repetitious in your writing
- Use run-on sentences
- Use too many prepositional phrases
- End sentences in prepositions (for example: with, of, at)

Do:

- Think critically when writing
- Write with depth – avoid superficial statements
- Be reflective
- Be succinct
- Connect your assignment to class discussions, course readings and related experience outside of the classroom

Suggestion:

Set your word processing application's Spelling & Grammar Checker to a more stringent level. Below is an example of how to do so in Microsoft Word 2013

1. Open a new or recently saved document in Word
2. Click on File on the menu bar
3. Click on Options (selection at the bottom of list)
4. Click on Proofing (third selection down), which is located on the vertical menu bar on the left-hand side of the page
5. In the new dialogue box that opens, look under the section entitled When Correcting Spelling and Grammar in Word and you will see Writing Style. Using the down-arrow, change the Writing Style from Grammar to Grammar & Style
6. To the right of the Grammar & Style Choice box is a button marked Settings – click on it
7. In the new dialogue box under the Grammar Section, make sure all the boxes are checked
8. Under the Style Section, make sure that all boxes are checked except for Passive Sentences and Use of First Person
9. Click on OK until you are back to your Word document
10. Your spelling and grammar checker is now set!

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.**

### Students with Disabilities

Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor as soon as possible. The McBurney Center provides services and classroom accommodations to students with disabilities. These disabilities might include vision and hearing difficulties, learning difficulties and mental health disorders. The Center is located at 701 West Johnson Street. For more information, call 608-263-2741 or go to the website at <http://mcburney.wisc.edu>

### Use of Electronic Devices in the Classroom

Research (University of Michigan Center for Research on Learning and Teaching, 2010; and Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of these devices (e.g., laptops, smartphones, iPads, etc.) is **not** permitted in lecture. These devices must be turned off and stored before the beginning of class. Students found to be using electronic devices (including responding to texts) will be respectfully asked to leave the classroom and will be required to meet with Professor Schroepfer in order to return to class the following week.

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.

### Plagiarism

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:

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

Sanction:

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

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<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>