

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

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

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

Time: 1:20-3:15
Location: Engineering Hall, 1227

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

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

IV. Course Content

Week 1: Tuesday, January 23

Topics: Introduction to the Course

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

SECTION 1: DEMOGRAPHICS & HEALTHCARE

Week 2: Tuesday, January 30

Topics: An Aging World

- Global Aging
- Cross-Cultural Attitudes
- Aging in the US

In-Class Activities:

- Discussion: Stereotypes of Eastern & Western Aging Attitudes
- Discussion: Implication of Aging Trends in the US
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- Bloom, D. E., Mitgang, E., & Osher, B. (2016). Demography of global aging. IZA Discussion Papers, No. 10164.
- Löckenhoff, C. E., Lee, D. S., Buckner, K. M., Moreira, R. O., Martinez, S. J., & Sun, M. Q. (2015). Cross-cultural differences in attitudes about aging: Moving beyond the East-West dichotomy. In Sheung-Tak Cheng, Chi I, Fung, H.H., Li, L.W., & Woo, J. (Eds.) *Successful aging* (pp. 321-337). Springer Netherlands.
- 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 3: Tuesday, February 6

Topics: Healthcare Trends & Disparities

- Future Trends in Healthcare
- US Healthcare Workforce
- Interprofessionalism
- Healthcare Disparities

In-Class Activities:

- Discussion: Health Disparities & Vulnerable Populations
- Video: Cancer Health Disparities
- Discussion: Barriers to Receipt of Culturally Sensitive Healthcare
- Discussion: Key Take-Aways From Today's Class

Required Readings:

- 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.
- 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.

Week 4: Tuesday, February 13

Book or Film Approval Due

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

Week 5: Tuesday, February 20

Topics: Healthcare Communication & Literacy

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

In-Class Activities:

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

Required Readings:

- Eliassen, A. H. (2015). Power Relations and Health Care Communication in Older Adulthood: Educating Recipients and Providers. *The Gerontologist*, 1-8, gnv095.
- 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).

SECTION 2: MULTIGENERATIONAL CAREGIVING

Week 6: Tuesday, February 27

Topics: Multigenerational Caregiving Households

In-Class Activities:

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

Required Readings:

- Fingerman, K. L., Pillemer, K. A., Silverstein, M., & Sutor, J. J. (2012). The baby boomers' intergenerational relationships. *The Gerontologist*, 52(2), 199-209.
- 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.

Week 7: Tuesday, March 6

Critical Book or Film Discussion Paper Due

Topics: Multigenerational Caregiving: Grandparents

- Demographics
- Contributing Factors
- Challenges Faced by Grandparents & Grandchildren
- 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>
- Clottey, 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 8: Tuesday, March 13

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 9: Tuesday, March 20

MID-TERM EXAMINATION ON WEEKS 2-8

Week 10: Tuesday, March 27

SPRING BREAK!

SECTION 3: TECHNOLOGY, HOUSING & TRANSPORTATION

Week 11: Tuesday, April 3

Topics: Technology

- Supportive Technology
- Robotics
- Ethics

In-Class Activities:

- Videos & Discussions: Medication & Home Technology; Robotics
- 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 12: Tuesday, April 10

Topics: Housing

- Aging in Place
- Certified Aging-In-Place Specialists
- 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 13: Tuesday, April 17

Topics: Transportation

In-Class Activities:

- Small Groups: Service-Learning Processing
- 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
- Rahman, M., Strawderman, L., Adams-Price, C., & Turner, J. J. (2016). Transportation alternative preferences of the aging population. *Travel Behaviour and Society*, 4, 22-28.

SECTION 4: LESS KNOWN ISSUES

Week 14: Tuesday, April 24

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:

- Giunta, N., & Jacobson, S. A. (2014). Aging, Intimacy, and Sex. In *The Collective Spirit of Aging Across Cultures* (pp. 87-110). Springer Netherlands.
- 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.

Week 15: Tuesday, May 1

Service Learning Hours & Agency Evaluation Due

Service Learning Reflection Paper Due

Topic: Service-Learning Small Group Processing
Substance Use

In-Class Activities:

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

Required Readings:

- 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
- Schutte, K., Lemke, S., Moos, R. H., & Brennan, P. L. (2015). Age-sensitive psychosocial treatment for older adults with substance abuse. In I. B. Crome, Wu, L., Rao, R & Crome, P (Eds.) *Substance Use and Older People*, 314-339. John Wiley & Sons
- Alpert, P. T. (2014). Alcohol Abuse in Older Adults An Invisible Population. *Home Health Care Management & Practice*, 26(4), 269-272.

V. Texts and Reading Material for the course:

No textbook is required for this course and all articles will be available through Learn@MyUW.

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 |
| Total Points | 100 |

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 13 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 25 hours providing service in an aging-related placement approved by your instructor. The first day of class, Professor Schroepfer and your teaching assistant (TA) Jenny Smith will provide you with a list of placements from which you can choose. You will then contact the agency and set up a time for an interview. Once approved by the agency, you will need to complete any paperwork, TB tests, etc. that the agency requires. You must also complete with your agency supervisor two documents provided by your TA. The first is a "Memorandum of Understanding" between you, your supervisor and Professor Schroepfer regarding what tasks are expected during the semester. The second document is your "Student Timesheet" on which you will fill out weekly your volunteer hours completed. Your supervisor will need to sign the form upon completion of your 25 hours.

In regard to your volunteer hours, you will need to comply with certain conditions. The first is that you must begin your volunteer hours no later than February 6 and complete them no later than April 24. In addition, 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, depending on your start week. Finally, please note that you cannot pass this class unless your volunteer hours are completed.

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. 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 February 13, and the completed paper uploaded to Canvas on March 6 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 9, Tuesday, March 20 and cover the material from Weeks 2-8.
- The final examination, which is not comprehensive, will cover weeks 10-15, and be held on the scheduled final examination date Tuesday, May 8, 2:45am-4:45pm.

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 May 1 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 checked are 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 Schroeffer 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

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>