



# SWK S-618 Social Policy and Services - Mental Health & Addictions (3 cr.)

## Course Information

Semester Year: XXXXX  
Section Number: XXXXX  
Location: XXXXX  
Day: XXXXX  
Time: XXXXX

Instructor: XXXXX  
Office: XXXXX  
Email: XXXXX  
Phone: XXXXX  
Office Hours: XXXXX

## Course Description

The purpose of this course is to develop the competencies necessary to effect policy change for mental health and substance use disorder service delivery systems at an organizational, community, and legislative levels. Emphasis is placed on policy practice, policy analysis, and advocacy leadership with direct involvement in the political and organizational processes as an integral part of the learning process. The content of the course will focus on the role of the "social policy practitioner" examining closely the relationship of social work values and ethics to mental health and substance use disorders policies and service delivery systems especially as they relate to diverse and oppressed populations.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- 5: Engage with Policy Practice

Social workers identify, assess, analyze, and advocate for social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services.

## Course Objectives

- S618-01** Understand and analyze the major social issues and trends including their historical context affecting the development of social policy at all levels, locally, nationally, and globally.
- S618-02** Demonstrate a grasp of the legal frameworks along with the political, economic, and social constraints on agencies, historically and into the twenty-first century that influence and govern services.
- S618-03** Develop an awareness of the integral relation between policy and the structure, organization, and funding arrangements of service delivery systems as well as the intergovernmental relationships involved in dealing with policy issues.
- S618-04** Examine current data and research to analyze social policy issues as well as the impact of federal and state policies on related populations.
- S618-05** Analyze critically the issues of social, economic and environmental justice, and power, that lead to health inequities, discrimination and oppression (for age, class, color, culture, disability,



ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) in relation to policy development, implementation, and evaluation.

- S618-06** Demonstrate cultural humility, cultural competence, and enhanced self-awareness when working with populations that have been traditionally marginalized (on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) recognizing the significant impact social programs and policies can have on these groups.
- S618-07** Engage in policy design using ethical frameworks to understand the policy formation process, policy research and analysis, along with the strategic planning needed for social policy initiatives.
- S618-08** Apply advocacy skills and strategies working in collaboration with community members, groups, and organizations to participate effectively in the legislative process.
- S618-09** Participate in writing a bill or a policy brief using evaluative measures and selective framework(s) that gauge the policy impact and the potential for unintended consequences.

**\*For this course, the general objectives apply to Mental Health and Substance Use Disorders.**

## Specific Objectives

- S618-10** Understand the attitudes and values that influence mental health and substance use disorders policies along with the associated barriers to adopting harm reduction practices and other formal interventions.
- S618-11** Understand the importance of consumer's rights and participation in the delivery of mental health and substance use disorders programs.

## Required Text

Earley, P. (2006). *Crazy: A father's search through America's mental health madness*. New York: Berkley Publishing Group.

Quinones, S. (2015). *Dreamland: The true tale of America's opiate epidemic*. New York: Bloomsbury Press.

## Resources

Other required readings will be accessible through Canvas on Modules and are identified by date. Additional articles may be assigned during the course to enhance students' knowledge and understanding of mental health policy via weekly updates.

The following government reports will be referenced throughout the semester:

The Surgeon General's Report on [Substance Abuse and Mental Health Services Administration website](#)

Mental Health 2010 report on [Substance Abuse and Mental Health Services Administration website](#)

**Note: The SAMHSA Website has a variety of valuable reports – many are free.**

American Psychological Association (2009). *Publication manual of the American psychological association* (6th edition). Washington, DC: Author.

Mizrahi, T., & Davis, L. E. (eds.). (2008). *Encyclopedia of social work* (20<sup>th</sup> edition). Washington, DC: National Association of Social Workers.



National Association of Social Workers (2012). *Social work speaks: NASW policy statements 2012 – 2014* (9<sup>th</sup> ed.). Washington, DC: NASW Press.

## Course Content

In this course, students will develop essential policy practice skills with a focus on assessment, analysis and advocacy in relation to mental health and substance use disorder service delivery systems that address diverse populations and correlating social issues. These populations include, but are not limited to, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status. Students will examine the significant political and policy contexts for mental health and substance use disorders at organizational, community, and legislative levels and will consider multiple policy strategies for achieving social, economic, environmental justice and combating the causes and effects of institutionalized forms of oppression. This course will also utilize a variety of policy frameworks and models to advance skill building with an emphasis on social work values and ethics and a focus on cultural humility at all levels of policy intervention.

Students will accomplish the learning objectives in this course through a variety of classroom tools including lectures, videos, small and large group discussions, group projects, written assignments and/or student presentations. The primary evaluation of student learning will be completed through a policy analysis assignment that provides students the opportunity to research and evaluate a specific mental health or substance use disorder policy then develop a policy statement based on the outcomes of the overall policy analysis.

**Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.**

## Course Outline

### Module 1: Course Orientation and Policy Overview

Dates: XXXX

#### *Overview*

- A. Introductions and orientation to the course.
- B. Review of syllabus and course objectives.
- C. Organizational tasks for class assignments.
- D. Review of Policy Resources.

#### *Assignments*

##### *Readings*

1. Syllabus

Dates: XXXX



## Overview

- A. Key questions to understanding and analyzing social policy and mental health/substance use disorder policy
- B. Identifying progress and obstacles in the mental health system from the early 1960s.
- C. Defining mental illness in the context of funding and service delivery.
- D. Defining the “Social Policy Practitioner.”

## Assignments

### Readings

1. Goldman, H. H., & Grob, G. N. (2006). Defining 'mental illness' in mental health policy. *Health Affairs*, 25(3), 737-749. doi:10.1377/hlthaff.25.3.737
2. Earley, pp. 1-122 (See discussion questions on Module 2)

### Group Assignment

1. Contemporary Topic Discussion as assigned.
2. Group Project set up with a final topic due at the end of class.

## Module 2: History and Ethics of Policy

Dates: XXXX

### Overview

- A. Historical Context of Mental Health: Pre-World War II, the public mental health system, hospital and community care, deinstitutionalization, and the development of community mental health.
- B. Understanding the influence of past policies on the current mental health system.

## Assignments

### Readings

1. Grob, G. N. (1992). Mental health policy in America: Myths and realities. *Health Affairs*, 11(3), 1-37.
2. Sharfstein, S.S. (2000). Whatever happened to community mental health? *Psychiatric Services*, 51(5), 616-620.
3. Earley, pp. 123-192

### Group Assignment

1. Contemporary Topic Discussion as assigned.
2. Group Work – bring initial research.

### Individual Assignment

1. Identify and research one policy from the Earley readings that has been implemented since the beginning of community mental health (last 50+ years). Be able to briefly discuss the policy change with any relevant historical perspective.

Dates: XXXX

### Overview

- A. Review of ethical issues in mental health and substance use disorder policies, past and present.



- B. Analyze the consequences of power along with social, economic and environmental justice, in relation to policy development, implementation, and evaluation.
- C. Ethical decision-making in the development of mental health and substance use disorder policies.

### Assignments

#### Readings

- 1. Hirshbein, L., & Sarvananda, S. (2008). History, power, and electricity: American popular magazine accounts of electroconvulsive therapy, 1940–2005. *Journal of the History of The Behavioral Sciences*, 44(1), 1-18.
- 2. Reamer, F. G. (2014). Social work in a digital age: Ethical and risk management challenges. *Social Work* 58(2), 163-172.
- 3. Earley, pp. 193-248 (See discussion questions on Module 3)

#### Group Assignment

- 1. Contemporary Topic Discussion as assigned.
- 2. The Lobotomist – Small group exercise to be completed in class.

## Module 3: Mental Health and the Law

Dates: XXXX (Usually two weeks)

### Overview

- A. Review major legal cases related to the mental health system over the last 60 years and examine the impact of those policies on varying stakeholders.
- B. Explore the intersection of the mental health system and the criminal justice system with an emphasis on how this has influenced treatment and recovery.
- C. Identify and analyze current policy issues associated with mental health and substance use disorder laws being addressed at the national, state, and local levels.

### Assignments

#### Readings

- 1. Students will be assigned specific legal cases/policies to research on issues associated with mental health/substance use disorders policy and systems, e.g., civil commitment, right to treatment versus the right to refuse treatment, duty to warn, criminalization of mental illness, etc.
- 2. Earley, pp. 249-313 (See discussion questions on Module 4)

#### Group Assignment

- 1. Contemporary Topic Discussion as assigned.
- 2. Group Work

#### Individual Assignment

- 1. Quiz 1 (Modules 1 and 2) due by the beginning of class on XXXX (*Week Five*)

## Module 4: Human Rights and Mental Health – A Global Perspective

Dates: XXXX



### Overview

- A. Explore global efforts to address mental health and substance use disorders that are being carried out by the UN, the WHO, MhGap, and other NGOs.
- B. Examine statistical comparisons at a global level regarding mental health and substance use disorders.
- C. Defining the DALY – Disability Adjusted Life Years.

### Assignments

#### Readings

1. Patel, V., & Saxena, S. (2014). Transforming lives, enhancing communities - innovations in global mental health. *New England Journal of Medicine*, 370(6), 498-501.

#### Group Assignment

1. Contemporary Topic Discussion as assigned.

#### Individual Assignment

1. Students will research global mental health and then share a brief synopsis of one scholarly article on this topic in class. Additionally, at least one critical thinking question should be used to prompt discussion.

## Module 5: Foundations of Mental Health Policy

Dates: XXXX

### Overview

- A. The use of psychiatric epidemiology in understanding and treating mental illness and substance use disorders.
- B. Defining prevalence, and incidence.
- C. Review of major studies including the Midtown Manhattan Study, Epidemiological Catchment Area, National Comorbidity Survey, NCS – Replicated.

### Assignments

#### Readings

1. Mechanic, D., McAlpine, D. D., & Rochefort, D. A. (2013). *Mental health and social policy: Beyond managed care.* (6th Ed.) Upper Saddle River, NJ: Pearson. (Chapter 4)
2. Quinones, pp. 13-79

#### Group Assignment

1. Contemporary Topic Discussion as assigned
2. Group Work and Updates

#### Individual Assignment

1. Quiz 2 (Modules 3 and 4) due by the beginning of class on XXXX (Week 8)
2. Book Discussion #1 - Quinones, pp. 13-79

Dates: XXXX

### Overview

- A. Evaluating the social context of mental health policy and service delivery systems.



- B. Comparing a half century of public perceptions regarding mental health and substance use disorders.
- C. Understanding and reducing stigma – how attitudes have and continue to influence mental health and substance use disorder policies with an impact on service delivery systems.

## Assignments

### Readings

- 1. Pescosolido, B. A., Martin, J. K., & Long, J. S. (2010). "A disease like any other"? A decade of change in public reaction to schizophrenia, depression, and alcohol dependence. *American Journal of Psychiatry*, 167(11), 1321-1330.
- 2. Quinones, pp. 80-131

### Group Assignment

- 1. Contemporary Topic Discussion as assigned
- 2. Group Work and Updates

### Individual Assignment

- 1. Book Discussion #2 - Quinones, pp. 80-131

## Module 6: Mental Health Financing and Delivery

Dates: XXXX

### Overview

- A. Examining the policies and structures for mental health and substance use disorders funding.
- B. Understanding the interrelationship between social determinants of health and overall well-being.
- C. Rethinking the allocation of resources based on social-to-health spending ratios.

## Assignments

### Readings

- 1. Taylor, L., Coyle, C., Ndumele, C., Rogan, E., Canavan, M., Curry, L., & Bradley, E. (2015). Leveraging the social determinants of health: What works? Executive summary.
- 2. Quinones, pp. 132-184

### Group Assignment

- 1. Contemporary Topic Discussion as assigned
- 2. Group Work and Updates

### Individual Assignment

- 1. Quiz 3 (Module 5) due by the beginning of class on XXXX (*Week 10*)
- 2. Book Discussion #3 - Quinones, pp. 132-184

Dates: XXXX

### Overview

- A. Is health care a right or a commodity? Exploring health care through a human rights lens.
- B. Examining the current ACA, changes, and the impact on systems of care for mental health and substance use disorders.



## Assignments

### Readings

1. Aggarwal, N. K., Rowe, M., Sernyak, M. A. (2010). "Is health care a right or a commodity? Implementing mental health reform in a recession." *Psychiatric Services*, 61(11), pp. 1144–1145.
2. Mechanic, D. & Olfson, M. (2016). The relevance of the Affordable Care Act for improving health care. *Annual Review of Clinical Psychology*, 12(1), pp. 515-542
3. Resources on the ACA as currently being implemented – see Module XX.
4. Quinones, pp. 187-241

### Group Assignment

1. Contemporary Topic Discussion as assigned
2. Group Work and Updates

### Individual Assignment

1. Interview/Community Experience Reflection Due
2. Book Discussion #4 - Quinones, pp. 187-241

## Module 7: Gaps and Barriers

Dates: XXXX

### Overview

- A. Addressing issues of social, economic and environmental justice, and power, leading to health inequities, discrimination and oppression for vulnerable populations.
- B. Acknowledging the critical need for cultural humility and cultural competence.

## Assignments

### Readings

1. Cashwell, S. & Starks, S. (2011). Rural health care: Access, disparities, and opportunities. In L. Ginsberg (Ed.), *Social work in rural communities* (5<sup>th</sup> ed.), (pp. 327-346). Alexandria, VA: Council on Social Work Education.
2. Resources on Rural Social Work Practice – See Module XX
3. Quinones, pp. 241-300

### Group Assignment

1. Contemporary Topic Discussion as assigned
2. Group Work and Updates

### Individual Assignment

1. Quiz #4 (Module 6) due by the beginning of class on XXXX (*Week 13*)
2. Book Discussion #5 - Quinones, pp. 241-300

Dates: XXXX

### Overview

- A. The role of advocacy in creating needed policy change for mental health and substance use disorders service delivery systems.
- B. Strategies and tools for advocacy.





C. Successful advocacy efforts – what’s worked?

### Assignments

#### Readings

1. Moniz, C. & Gorin, S. (2014). Health care policy and practice: A biopsychosocial perspective (4<sup>th</sup> ed.). New York, NY: Routledge. (Chapter 12)
2. Resources on Advocacy – see Module XX

#### Group Assignment

1. Contemporary Topic Discussion as assigned
2. Group Work Finalized

#### Individual Assignment

1. Policy Briefs Due

## Module 8: Presentations, PSAs and Course Wrap-Up

Dates: XXXX

### Overview

- A. Presentation and PSA deliveries
- B. Celebration and Wrap-Up

### Assignments

1. Scholarly and Professional Participation Evaluations Due

## Assignments and Grading

The basic format of the course will be seminar, with the required readings serving as both a foundation for presentation and discussion. Required readings include basic information as well as specific policy issues and trends in policy, research, and practice. Class members are expected to participate in discussions based on the readings and their own experiences, expertise, and values. Some material will be presented in lecture format but most classes will utilize small group exercises and projects. There may be some impromptu writing assignments used in class for critical thinking and reflection purposes so it is possible for additional points to be added to the grading during the semester. Most assignments can be submitted on Canvas.

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

*Additional resources:* APA manuals are available at the bookstore and would be a valuable resource in your library. Also, see [APA Style Guide website](#) and [Purdue Online Writing Lab](#).

## Assignments

1. Reading Quizzes (Individual Assignment)
  - a. DUE: .....
  - b. Final Grade Percentage: .....15%



2. Contemporary Topic Discussion (Paired Assignment)
  - a. DUE: .....
  - b. Final Grade Percentage: .....10%
3. Book Questions, Facilitation, and Reflection (Individual Assignment)
  - a. DUE: .....
  - b. Final Grade Percentage: .....15%
4. Scholarly and Professional Participation
  - a. DUE: .....
  - b. Final Grade Percentage: .....10%
5. Group Project (50%)
  - a. Due .....
  - b. Final Grade Percentage.....
6. Interview/Community Experience Reflection (Individual Assignment)
  - c. DUE: .....
  - a. Final Grade Percentage: .....10%
7. Policy Brief (Individual Assignment)
  - a. DUE: .....
  - b. Final Grade Percentage: .....20%
8. Presentation (Group Assignment)
  - a. DUE: .....
  - b. Final Grade Percentage: .....10%
9. Public Service Announcement (Group Assignment)
  - a. DUE:
  - b. Final Grade Percentage: .....10%

## Assignment Descriptions

### *Reading Quizzes (15 %)*

During the semester, students will complete four reading quizzes which are primarily made up of short essay questions. Each quiz will cover material on specified modules and will be available on Canvas. These quizzes are designed to measure student engagement, promote critical thinking, and add to class discussions through analysis and reflection. Quizzes are worth 10 points each.

### *Contemporary Topic Discussion (10 %)*

Students working in pairs will have a maximum of thirty minutes at the beginning of each class to present and discuss information on a contemporary policy topic that is of interest to the student and is relevant to the course. Students can use any peer-reviewed article, podcast, news article, policy brief,



etc. that is pertinent to the course content and to contemporary society for this assignment.

Presenters will provide a one-page handout, give a brief oral overview on the topic at hand and then facilitate a class discussion with two critical thinking questions. Module 1 (Policy Resources and General Information) on Canvas has a section entitled “Staying Informed” that may be of help in finding interesting and current topics. This assignment is worth 15 points.

Grading:

Handout – this document (paper or digital) will highlight the main ideas of the identified topic with correlating cites or other relevant sources. /5 points

Presentation - students will clearly articulate essential points of the topic area using the handout as a guide. /5 points

Critical Thinking Questions and Facilitation – students will prepare at least two critical thinking questions appropriate to the topic and facilitate the overall dialogue. /5 points

Total Points/15

### *Book Questions, Facilitation and Overview (15 %)*

Students will work in discussion groups (four to six per group) during the session to explore the Quinones book. The book is divided into six readings sections/six discussions and every group member will participate as facilitator for the small group dialogue in at least one of the discussions. Additionally, students will develop three critical thinking questions for the discussion that they facilitate with an emphasis on policy. The questions will be correlated to the readings for that particular section only. Finally, the facilitator will complete an overview (approximately two to three pages and in APA format) of the small group dialogue including answers for the questions, observations regarding the discussion, and any final reflections. The overview will be due one week after the facilitated discussion group. The total assignment is worth 20 points - 5 points for the questions, 5 points for facilitation, and 10 points for the overview. Discussion dates are noted on the Course Outline.

### *Group Project (50 %)*

Students will be assigned to small groups for the purpose of researching and evaluating mental health services and correlated policies for a specific population, i.e., adolescents, older adults, victims of domestic violence, veterans, etc. Groups will explore the chosen population, the state of services, and related policies then look at current policy issues under study. (This will be a useful way to stay informed on legislative/policy updates during the semester.) The group projects will culminate in a presentation with both individual and group assignments included.

#### *Interview/Community Meeting (10%)*

Prior to the group presentations, each student will be required to attend a legislative committee meeting, speak with an expert stakeholder, or participate in a community meeting related to the group project. A two-page reflection is required to document this experience. This can be completed as a group, but the reflection is an individual assignment. (20 points or 10%)

#### *Policy Brief - Signature Assignment (20%)*

Identify an existing federal or state policy that affects the mental health or substance use disorders service delivery system. Then develop a four to six page policy brief that analyzes the policy and addresses implications in an effort to educate and influence decision makers. Keep in mind that it is



critical to know the anticipated readers when writing a policy brief, so particular attention must be directed to the use of language and presentation. The completed brief should be visually and professionally appealing to a broad audience. Example policy briefs may be used as a framework, but these sources should be cited and referenced. The policy brief should incorporate at least four scholarly references and include existing data to support major assertions. Due to the unique structure of the policy brief, APA will only be required for formatting references. This brief is worth 100 points or 20% and should incorporate the following components:

- Executive Summary - Introduce the policy brief by clearly describing the focus and the purpose of the brief (why it is important); include a concise overview of what you are proposing
- Identify and outline the policy to be addressed
- Describe any relevant history and background of the policy, including past and current policies that have impacted the issue
- Provide evidence that supports the policy analysis and position (Use specific data to support your stance.)
- Discuss the policy issue from varying stakeholder perspectives as it relates to practice settings and other systems Outline how the issue relates to different system levels of social work practice?"
- Include what is working (strengths and opportunities) as well as potential or existing challenges related to the proposed policy position
- Incorporate information on how the policy position promotes culturally responsive practice
- Summarize policy recommendations based on the overall policy brief

### Presentation (10%)

Each group will have approximately one hour for the complete presentation. Students are encouraged to be creative (clips, interactive exercises, speakers, etc.) and to stimulate class discussion for optimal engagement of the subject. PowerPoints should be submitted on Assignments prior to the presentation and shared with the class via the Inbox. There will be time allotted in multiple class sessions for groups to work on this project.

The sections covered in the presentation are as follows:

Introduction and overview of the population with presenting issues - Describe the population and discuss the applicable challenges associated with mental illness/mental health for this group. Include the use of theory to assist with the understanding of the population and correlated issues.

State of services - Explore the services that are available for this population? What is working - effectiveness? What gaps and barriers still exist?

Policy research - What critical policies have been or are being developed to address the mental health needs of the identified population?

Policy analysis - Choose one significant policy and provide an analysis. Include the information from outside interactions with stakeholders in this section.

Advocacy – Discuss advocacy efforts (previous or current) that focus on changes in the system. Highlight a specific policy initiative and look at pertinent factors that have driven or are driving the



change initiative(s)? What would/are the impact of the proposed policy change be for consumers of service, practitioners, and policymakers? What are pros and cons? What efforts have been most effective in informing, persuading, engaging, and/or encouraging change.

*Presentation Grade* – Points will be given for general presentation components including time (60 minutes), organization, PowerPoint (design and use of APA for cites, references, and writing), references, and engagement of audience (clips, handouts, interactive exercises, speaker, etc.). Points will also be given for the delivery of content and demonstration of knowledge in the presentations. Grading will focus on completeness (all points covered), relevance (pertinent to topic), sufficiency of content (depth and breadth), and research (should include at least three to five scholarly sources to support statements, but sources can be used more than once). The presentation is worth 100 points or 10% of the grade.

### Public Service Announcement (10 %)

Groups will prepare a 2 – 5 minute videotaped Public Service Announcement designed to inspire policy makers on their issue. Students will present their PSAs in class along with the presentations.

- Describe the problem and provide prevalence statistics
- Describe how individuals, families and communities are effected
- Identify needs and/or gaps in the service system,
- Discuss historical and current policy issues
- Conclude with a specific request or recommendation
- Include resources and cite all references in APA format

*Sample Public Service Announcements by SW Students:*

Rural Health Care and the ACA Melissa Tippetts, SW 618 Spring 2017 on [YouTube website](#)

"I am an American Soldier" by Amie Klinger, Molly Hall and Josh Ricker on [YouTube website](#)

Welcoming Refugees on [YouTube website](#) by Carmen Bergman and Lauren Kingseed, MSW Students, Class of 2017.

Hello, I Am Not My Addiction on [YouTube website](#) by Valerie Runyon and Alyce Branham, MSW Students, Class of 2017.

On Teen Suicide - Hudson Scott. [Google Drive files] By Emily Feltt, MSW Student, Class of 2017

(Assignment developed by Bob Bennett and Janet Nes)

### Scholarly and Professional Participation (10%)

Scholarly and professional participation is expected throughout the semester. Scholarly and professional participation is to include discussion that reflects the readings, critical thinking, and posing questions that reflect the same. Participation is to be professional and inclusive of other colleagues. *Professionalism* demonstrated in class is evaluated as follows: Overall evaluation of class participation will take into account the manner and extent to which a learner: a) attends regularly and is on-time – please note the attendance policy; b) is prepared for the class discussion; c) shares experiences, viewpoints, and reactions; d) raises relevant questions and issues; and e) gives and uses



feedback constructively. A ten-point rubric along with a brief statement supporting the decisions will be used for this evaluation along with instructor input. This is worth 10% of the grade.

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:



A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

### Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

### Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.