

**THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
COLLEGE OF HEALTH AND HUMAN SERVICES  
DEPARTMENT OF SOCIAL WORK**

**SOWK 3090 SOCIAL WORK AND MENTAL HEALTH – Spring 2012  
Mondays – 2:00 p.m. – 4:45 p.m. – 145 CHHS**

*The Department of Social Work at UNC-Charlotte defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g., individuals, families, groups, organizations, communities, and society).*

**I. Course Number and Title:** SOWK 3090 – Social Work and Mental Health – Welcome!

**II. Course Credit, Day/Time, Location and Clock Hours:** 3.0 (Undergraduate)  
Mondays – 2:00 p.m. – 4:45 p.m. – 145 CHHS

**III. Faculty:** A. Suzanne Boyd, PhD, ACSW, CMSW

Associate Professor

**Office:** 487E CHHS

**Office Hours:** Mondays, 11:00 a.m. – 1:00 p.m. and by appointment

**Via Telephone: as needed, between 8:00 a.m. – 9:00 p.m.**

\*(Please note that in the event that my office hours change, I will notify you by Moodle or e-mail as soon as possible).

**Office Phone:** 704-687-7945    **E-mail:** [sboyd@uncc.edu](mailto:sboyd@uncc.edu)

**IV. CATALOG DESCRIPTION:** Introduction to mental health policy, practice and research in social work. (*Spring*) Pre-requisites and/or Co requisites: Upper Division standing

**V. COURSE INTRODUCTION & OBJECTIVES:**

As a result of successful completion of the course, students should be able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Conduct research related to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change in research that advance social and economic justice.

5. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
6. Analyze, formulate, and influence social policies through research strategies.
7. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
8. Use communication skills differentially across client populations, colleagues, and communities.
9. Use supervision and consultation appropriate to social work practice.
10. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

**VII. Syllabus Subject to Change:** \*The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

### **VIII. TEACHING PHILOSOPHY AND STRATEGIES:**

Learning is a two-way street. My role as your instructor is to guide your learning, to support your strengths, to serve as a resource, and to help you strengthen your areas for improvement (e.g., writing). I will come to class prepared and you are expected to do the same. I will hold regular office hours and be available to you by appointment outside of my regular office hours. Papers and exams will be returned generally within a two-week period. Students are expected to contact me about course material, assignments, or readings if there are questions or a problem understanding the material. I am available by appointment for office visits.

**Please do not hesitate to contact me or schedule an appointment if you have any questions about this course or assignments. I am available by appointment outside of regular office hours. I will respond to student individual learning needs whenever possible.**

Each week readings and chapter exercises will be assigned from the main textbook and augmented with class handouts. Additional readings from peer-reviewed journals will be assigned that are both relevant to course material and will enhance student learning. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course. In addition, guest speakers will be present periodically throughout the semester. This course will particularly pay attention to issues of diversity as noted above.

As your professor, I want to be aware of the supports and impediments to student learning. Your suggestions and feedback regarding your own learning as well as course material is critical in terms of my further development as an educator as well as my continuous improvement of class assignments and activities. Students have the opportunity to complete a final course evaluation form but feedback is welcomed at any point during the semester.

## IX. REQUIRED TEXTS

The required textbooks below are available at UNC Charlotte & Gray's Bookstore; other sites include [www.half.com](http://www.half.com); [www.amazon.com](http://www.amazon.com); [www.AbeBooks.com](http://www.AbeBooks.com); [www.CheapestTextbooks.com](http://www.CheapestTextbooks.com):

Mechanic, D. (2008). *Mental health and social policy* (5<sup>th</sup> ed.). Boston: Pearson Education.

### RECOMMENDED TEXTS (you do NOT have to purchase):

Saleebey, D. (2009). *The Strengths Perspective in social work practice* (5<sup>th</sup> ed.). Boston: Pearson Education.

## X. EVALUATION METHODS:

The distribution for course assignments is:

Weekly Quizzes/Activities(10)	20 points
Midterm Exam	20 points
Final Exam (Comprehensive)	25 points
Mental Health in the News	5 points
<u>Paper (Choose 1 of 3 options)</u>	<u>30 points</u>
TOTAL	100 points

*Please note that the instructions for each assignment are at the end of the syllabus.*

**Weekly Quizzes:** A 10-question weekly quiz (2 points each) or in-class activity will be given on the assigned readings for that week at the beginning of class. For example, if your assigned reading is Chapter 1 from the Mechanic text, your weekly quiz will be on that chapter. Your highest 10 quiz grades will be used in your final grade. Students may elect to skip a few quizzes; however, you will not have the opportunity to take the missed quizzes at a future date.

**Exams:** A midterm and comprehensive final exam will be given in this course. The exams are a combination of multiple choice, short answer, and essay questions. Each total exam grade may include in-class activity points or take-home questions that count toward the total exam grade.

**Mental Health in the News (DUE 1/23/11):** Students will select one article from a newspaper (e.g., *The New York Times*; *Washington Post*, *local newspaper*), clip or print a copy of the article, and write a 1 page reaction paper to the article.

**XI. GRADE SCALE:** You may earn a total of 100 points in this course. The grading for this course is as follows:

90 - 100	A
80 - 89.9	B
70 - 79.9	C
60 - 69.9	D
Below 60	F

## **XII. COURSE OUTLINE: CONTENT, READING ASSIGNMENTS AND DUE DATES**

Note: The professor reserves the right to modify the course content, reading assignments, and due dates as needed. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of any changes will be by announcement in class, by written or email notice, or posted on the course Moodle website.

This syllabus contains the policies and expectations I have established for SOWK 3090: Social Mental Health. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning environment for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in this course.

All readings and written assignments are to be completed prior to class. Students should be prepared to discuss and share insights about the material in class. The following symbols prompt students for documentaries, readings, exams, and class assignments:

 = Text readings     = Quiz or Exam     = Assignment due     = Documentary

### **Week 1 – January 9:**

- ◆ Course Introduction: Overview and Expectations
- ◆ Review of Syllabus
- ◆ Defining Mental Health and Mental Illness: Your Perspective
- ◆ Six Goals of the National Mental Health Reform

 Handout: Six Goals of National Mental Health Reform  
Report: President's New Freedom Commission on Mental Health  
<http://www.mentalhealthcommission.gov/>

### **Week 2 – January 16 – NO CLASS**

### **Week 3 – January 23:**

- ◆ What are Mental Health and Mental Illness?
- ◆ Psychiatric Diagnosis Guidelines
- ◆ Varieties of Mental Illness
- ◆ Varying Conceptions of Mental Illness

- ◆ Developmental Models
- ◆ Changing Conceptions of Mental Illness
- ◆ Social Conceptions of Mental Illness
- ◆ Views of Mental Illness in Relation to Social Policy
- ◆ Social Problem or Mental illness?
- ◆ Mental Health in the News

 Mechanic Chapter 2

 Mental Health in the News Due

★ Quiz 1

#### **Week 4 – January 30:**

##### **History of Mental Health Practices and Interventions: Part I**

 Mechanic Chapter 2

 Mental Health in the News Due

★ Quiz 2

#### **Week 5 – February 6**

##### **History of Mental Health Practices and Interventions: Part II**

 Mechanic Chapter 2 & Mental Health Timeline Handout

 Surgeon General's Report – Chapters 1 and 2

★ Quiz 3

#### **Week 6 – February 13**

- ◆ History of Mental Health Policy
- ◆ More Recent Developments in Mental Health Policy
- ◆ Post-World War II Developments in Mental Health Policy
- ◆ The Organization of State Mental Hospitals
- ◆ Programs of Community Care

 Mechanic Chapter 5

★ Quiz 4

#### **Week 7 – February 20**

Recognition of Mental Disorders:

- ◆ Mental Illness, Illness Behavior, and Entry into Psychiatric Care
- ◆ Community Definitions of Mental Illness
- ◆ The Course of Schizophrenia

## Epidemiology of Mental Disorders: Part I

- ◆ Identifying Psychological Problems in Community Populations
- ◆ Estimates of Prevalence of Disorder in Community Populations
- ◆ The Epidemiological Catchment Area Program and the National Comorbidity Survey
- ◆ Psychological Disorder and Utilization of Care
- ◆ Social Factors Associated with Psychiatric Conditions in the Community
- ◆ Race and Ethnic Disparities
- ◆ The Epidemiology of Antisocial Behavior and Behavior Disorders

 Mechanic Chapters 3 & 6

★ Quiz 5

**Week 8 – February 27**

Epidemiology of Mental Disorders: Part II (Wrap-Up)

 Mechanic Chapters 3 & 6

★ Midterm Exam (2:00 – 3:15)

**Week 9– SPRING BREAK****Week 10 – March 12****Mental Health Programs, Services, and Service Delivery**

 Mechanic Chapter 7

★ Quiz 6

**Week 11 – March 19****Financing of Mental Health Services: Part I**

- ◆ Mental Health Coverage and Expenditures
- ◆ The Pattern of Inpatient Services Utilization of Services and Financing Patterns
- ◆ The Economics of Mental Health Care
- ◆ Psychiatric Care Under Prepayment Plans
- ◆ The Structure of Insurance and Mental Health Benefits
- ◆ The Role of Primary Medical Care
- ◆ The Management of Psychological Distress

 Mechanic Chapter 7

★ Quiz 7

**Week 12 – March 26****Financing of Mental Health Services: Part II**

- ◆ Basic Mechanisms of Managed Care
- ◆ Types of Managed Care Organizations
- ◆ Managed Care for Persons with Mental Illness
- ◆ Opportunities and Special Problems in Managed Mental Health Care

- ◆ Performance of Managed Care
- ◆ Some Unresolved Issues in Managed Care

 Mechanic Chapter 7

★ Quiz 8

**Week 13 – April 2**

- ◆ Special Populations: Part I

 TBA

★ Quiz 9

**Week 14 – April 9**

- ◆ Special Populations: Part II

 TBA

★ Quiz 10

 Paper Due – Roundtable Discussion

**Week 15 – April 16**

- ◆ Consumer and Family Movement

- ◆ Innovation Programs in Mental Health Care & Delivery
- ◆ A Further Note on Employment
- ◆ The Special Case of Children with Severe Emotional Disturbance
- ◆ Problems in the Diffusion of Mental Health Innovations
- ◆ Maintenance of Patients with Persistent Disorders
- ◆ A Further Note on Employment
- ◆ The Special Case of Children with Severe Emotional Disturbance
- ◆ Innovations in Housing
- ◆ Changing Roles of the Mental Health Professions

 Mechanic Chapter 10

★ Quiz 11

**Week 16 – April 23**

**Mental Health and the Law: Individual Rights**

- ◆ Psychotropic Medications
- ◆ Involuntary Hospitalization
- ◆ Outpatient Commitment and Mental Health Courts
- ◆ Criminalization of Persons with Mental Illness
- ◆ A Note on Dangerousness and the Relationship Between Mental Illness and Violence
- ◆ The Right to Treatment
- ◆ The Right to Refuse Treatment
- ◆ The Americans with Disabilities Act and the Supreme Court Decision in *Olmstead v. L.C.*

- ◆ The Social Context of Legal Reform in Mental Health

 Mechanic Chapter 12

★ Quiz 12

### **Week 17 – April 30**

#### **Putting it all Together: Social Work Mental Health Professionals**

- ◆ Social Work Career Paths
- ◆ Social Influences on Psychiatric Judgment
- ◆ Personal and Social Biographies
- ◆ The Sociocultural Context
- ◆ Constraints of Practice Organization and Settings
- ◆ Competition in the Allocation of Care
- ◆ Note on Care of Patients who Have Chronic Impairment

 Mechanic Chapter 12

★ Quiz 13

### **Week 18 – May 7 (2:00 p.m. – 4:30 p.m.)**

★ FINAL EXAM

#### **Resource Modules:**

##### **National Institute of Mental Health**

<http://www.nimh.nih.gov/index.shtml>

United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration

National Mental Health Information Center - Center for Mental Health Services

<http://nmhicstore.samhsa.gov/publications/ordering.aspx>

National Consensus Statement on Mental Health Recovery

<http://mentalhealth.samhsa.gov/publications/allpubs/sma05-4129/>

Mental Health: A Report of the Surgeon General

<http://www.surgeongeneral.gov/library/mentalhealth/home.html>

Culture, Race, and Ethnicity: A Supplement to Mental Health: A Report of the Surgeon General

<http://www.surgeongeneral.gov/library/mentalhealth/cre/>

Report of the Surgeon General's Conference on Children's Mental Health:

A National Action Agenda

<http://www.surgeongeneral.gov/topics/cmh/childreport.html> Action Agenda

**National Alliance on Mental Illness and NAMI Charlotte**

<http://www.nami.org/>

North Carolina Division of Mental Health, Developmental Disabilities and Substance Abuse Services

<http://www.ncdhhs.gov/mhddsas/index.htm>

United States Department of Veteran Affairs: What is mental health recovery? / PTSD in Veterans Returning from War Zones

<http://www.mentalhealth.va.gov/mentalhealthrecovery.asp>

Mental Health America and MHA of Central Carolinas, Inc.

<http://www.mentalhealthamerica.net/>

<http://www.mhacentralcarolinas.org/>

Mecklenburg County Area Mental Health

<http://www.charmeck.org/departments/Area+Mental+Health/home.htm>

### **XIII. POLICIES:**

#### **XIIIa. UNIVERSITY POLICIES:**

1. **Code of Student Responsibility:** “The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/ps-104.html>
2. **Academic Integrity:** Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person’s words or ideas without giving them credit – in other words, stealing that person’s work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person’s work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g., the name of the President of the United States is something that most people would know and you would not have to cite where you found this information).

It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The university has a process led by the Dean of Students that investigates a report and can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the event.

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/ps-105.html>. Students are expected to report cases of academic dishonesty to the course's instructor.

3. **Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.
4. **Diversity Statement:** UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

5. **Religious Accommodation:** It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](http://legal.uncc.edu/policies/ps-134.html) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester

(typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)

### **XIIIb. COURSE REQUIREMENTS AND POLICIES**

- 1. Classroom Performance Expectations:** In preparation for professional social work practice, all students must adhere to the classroom performance expectation set by the instructor in terms of:
  - a. Participation in class discussions;
  - b. Respectful attitude towards faculty and other students;
  - c. Developing ability to handle differences with others;
  - d. Readiness to work;
  - e. Willingness to learn;
  - f. Regular attendance and punctuality; and
  - g. Completion of assignments on time.

Students are regularly evaluated by faculty in preparation for professional practice. Evaluations are used at times for student recognition, probation, or termination from the program. For further detail on the Social Work Department Professional Standards, please see: [www.socialwork.uncc.edu](http://www.socialwork.uncc.edu) Scroll to "Degree Programs and Admissions". The Standards are in *Acrobat Reader*.

- 2. NASW Code of Ethics:** All students must adhere to the NASW Code of Ethics. This includes respecting the dignity and self-worth of all individuals regardless of ethnicity, culture, religion, race, nationality, sexual orientation, gender, disability, and political belief. The Code can be found here: <http://www.socialworkers.org/pubs/code/code.asp>
- 3. Attendance:** Attendance and punctuality are evidence of professionalism. Since the BSW is a professional degree, you are expected to **arrive on time and remain for the entirety of each class**. If students are not able to attend a class session, they do **NOT** need to call the instructor. If you miss class, please contact at least two of your classmates to obtain a copy of classnotes. Class attendance is similar to regular attendance at work – if you don't come to class or are tardy, you will not "get paid" back in learning and bonus point opportunities! In addition, some in-class activities will be counted as bonus point opportunities toward your final grade, so regular class attendance is important.
- 4. Reading Assignments and Class Participation:** Students are to come to each class prepared to actively participate in discussions about reading and previous lecture materials. Adequate preparation will involve keeping up with assigned reading and exercises. **This means reading the assigned chapters before you come to class.** How much you learn from this course is up to you—you are responsible for your learning! Please feel free to schedule an appointment with me to discuss concerns, provide feedback, or get additional help with course assignments.

- 5. Written Work:** Your written work is expected to meet basic standards of writing proficiency. This includes proofreading and spell-checking all work, and stapling papers. Other than worksheet assignments and in-class activities, written work is to be typed. Please staple your papers and please do not use plastic report covers on papers that you turn in for this course. All course papers must conform to standards in the Publication Manual of the American Psychological Association, Sixth Edition (APA Manual). Students are required to turn in a hard copy of their course papers.

Students are encouraged to use the University Writing Center to further develop their writing skills as needed. Please contact the instructor if you are interested in a formal referral to The Writing Center, which will assign students to a regular, weekly tutor. Visit their website: <http://wrc.uncc.edu/>

Please see the oral and written communication grading guidelines at the end of the syllabus for specific information of what constitutes an A, B, C, D, or F.

- 6. Policy Regarding Late Papers:** Since assignment dates are provided in advance, students should have ample time to prepare their schedules to accommodate their workload. Class assignments are due the first 5 minutes of class. Students who have extenuating circumstances preventing them from taking an exam or turning in an assignment on the due date (e.g., serious illness or death in the family) are expected to notify the instructor before the due date to discuss an extension – failure to do so may result in a score of “0” points. If the project is not submitted during the first 5 minutes of class, it will result in a grade reduction of 10% of the total number of points. The late penalty will continue to accumulate at 10% per day for each late date including non-class days, weekends and holidays. Papers more than one week late **WILL NOT** be accepted, and will result in a grade of “0” points being given to that assignment. If a student is absent on the exam or assignment due date and has not discussed an extension with the instructor, he/she will incur the same penalties, so please plan accordingly.
- 7. E-mail Policy Regarding Assignment Grades:** To protect and ensure confidentiality, I do not send any assignment grades to students via e-mail. Course grades will be posted on the Moodle.
- 8. Policy Regarding Make-Up Exams:** Test dates are identified in advance so that you may plan your schedule accordingly. In general, test dates will not be rescheduled, and make-up exams will not be given. Only in the event of verifiable exigent circumstances (e.g., serious illness or death of a family member; consultation with the Dean of Students office) and upon student consultation with the professor prior to the scheduled date of the test will exceptions be considered.
- 9. Maintaining an E-mail Account:** Students in this course are required to maintain and check their 49er Express e-mail account ([username@uncc.edu](mailto:username@uncc.edu)) and Moodle account on a regular basis to facilitate communication between the professor and students and to maximize student learning. This address is now the students’ **OFFICIAL ADDRESS** through which

students will receive official University notifications, news and updates. Please also check the course Moodle website.

- 10. Electronic Devices:** Please turn off or set your pagers and mobile devices to vibrate during class. The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

If you are utilizing a laptop computer to take class notes, please stay focused on our class discussions in lieu of “surfing the web” during class. I appreciate your cooperation regarding this policy. Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class will be asked to leave the classroom for the remainder of the class period.

- 11. Inclement Weather Policy:** It is rare for classes in Charlotte to be cancelled due to inclement weather. In cases of inclement weather, please listen to local radio/television stations and check for updates at <http://www.uncc.edu>. Please use your best judgment, however, about whether your travels will be safe; do not take unnecessary risks!

**12. MOODLE, LIBRARY CLASS WEB PAGE, AND INTERNET RESOURCES**

**Moodle Website:** Student grades will be posted on the Moodle website), along with PowerPoint presentations, handouts, and other class resources. Students are expected to check Moodle regularly (several times per week) for important notices, scheduling changes, or any other course revisions.

**Library Class Web Page:** The Class Web Page includes direct access to electronic databases, sources of health statistics, and policy resources to complement course assignments can be accessed through the Atkins Library Homepage directly at: [http://guides.library.uncc.edu/SOWK\\_3100\\_Boyd](http://guides.library.uncc.edu/SOWK_3100_Boyd)

**Internet Resources:** The number of Web sites devoted to social work research is growing at a rapid pace. Some useful sites are listed on the Library Class Web Page. The use of the Internet as a source of material for academic papers poses some problems. It is clear that anyone with access to the Internet can post whatever he or she chooses without review or critique. For this class, students may use the following Internet sources in assignments.

- Data that come from reliable sources, such as the Census Bureau, the Social Security Administration, the National Center for Health Statistics, or state Health and Social Services statistical offices.
- Peer-reviewed articles. Such articles may be posted in journals on the Internet. In any case, a peer-reviewed article will contain the name of the journal, volume and issue number, authors, and date.
- Citations from the Internet must include the exact URL and the date that the information was retrieved.

**Some websites that are NOT to be used:**

- <http://www.wikipedia.com/> This website contains non-peer reviewed information that has not been assessed for accuracy – therefore it is an unreliable source.
- Websites that do not contain authors, contact information, etc.

**14. TURNITIN.COM**

As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. If a student does not provide written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

**XIV. SUPPORT SERVICES FOR STUDENTS****Multicultural Resource Center**

The Multicultural Research Center is located in Suite 210 in the new Student Union; telephone 704-687-7121. Please visit the center's website to see a list of available services: <http://mrc.uncc.edu>.

**Writing Resources Center**

Through the Writing Resources Center (214 Fretwell, 704-687-4357), assistance is provided primarily for undergraduates and graduate students who want to become more effective writers. Graduate and undergraduate writing consultants who work with writers at all stages of the writing process staff the center: prewriting, focusing, organizing, revising, and editing. Programs include one-on-one and group consulting; on-line writing consultants for distance education students; classroom presentations; and library and Internet research. For more information about the Writing Resources Center, visit their web site at [www.uncc.edu/writing](http://www.uncc.edu/writing).

Please note that the Writing Resources Center also has an office and office hours at Atkins Library: <http://library.uncc.edu/display/?dept=instruction&format=open&page=3039>

**J. Murrey Atkins Library**

Located near the center of the campus, the Atkins Library houses an open-shelf collection which includes over 800,000 bound volumes and extensive microform collections. The Library of Congress classification system is used for the arrangement of books and periodicals, and an online catalog provides access to a substantial portion of the collection.

The library offers state-of-the-art electronic access to local and worldwide resources. JASMINE, the Library's online catalog, provides access to print and non-print resources located within the Library and available over the web. Networked multitasking computers with high speed printing and download capabilities provide electronic access to local research databases, electronic journals, full-text articles, and Internet connections to the world including NC Live, the North Carolina electronic initiative with access to thousands of databases. Web based access to Library electronic research materials is also available from other locations on and off campus, if license agreements permit.

For further information about library resources and services check the Library's web page at <http://library.uncc.edu/>.

### Counseling Center

The Counseling Center (158 Atkins, 704-687-2105) provides both individual and group services and programs to assist in personal growth, career development and personal adjustment problems. Staffed by psychologists and counselors, the Counseling Center offers services to students, faculty and staff. Information between an individual and his/her counselor is confidential in accordance with guidelines established by the American Psychological Association. Counseling Center staff members are also available to consult with faculty members who would like some assistance in responding to student needs in the classroom or the advising process. For more information about the Counseling Center, visit their web site at [www.uncc.edu/counseling\\_center/](http://www.uncc.edu/counseling_center/).

### Disability Services

Disability Services (230 Fretwell, 704-687-4355) provides educational opportunities for persons with disabilities through accessible programs, services, and a campus environment in compliance with disability rights legislation. The official University policy, Policy Statement #51, "Nondiscrimination on the Basis of Disability," can be found at <http://www.legal.uncc.edu/policies/ps-51.html>. Services include, but are not limited to: (1) testing accommodations, (2) note taker services, (3) interpreter services for students who are deaf, (4) taped textbooks, Braille and/or enlarged print for visually impaired students, (5) class relocation, (6) assistive technology loans, (7) priority registration and (8) adaptive furniture. For more information about Disability Services, visit their web site at [www.uncc.edu/dability/stuserv.htm](http://www.uncc.edu/dability/stuserv.htm).

### Minority Academic Services

Minority Academic Services (MAS) (318 Fretwell, 704-687-4759) in the division of academic affairs, is committed to providing quality academic support services to increase the retention and graduation of minority students at UNC Charlotte. MAS provides academic advising to minority freshmen and sophomores primarily through three programs: Student Advising for Freshman Excellence (SAFE), University Transition Opportunities Program (UTOP) and Producing Readiness for University Diverse Cohorts in Education (PRODUCE). In addition, academic intervention is conducted with minority transfer students through Transfer Resources for The College Experience (TRACE). MAS also serves other minority students, some of whom are experiencing chronic academic difficulties by referring them to other University academic support programs that meet their specific needs. For more information about Minority Academic Services, visit their web site at [www.uncc.edu/minafair/](http://www.uncc.edu/minafair/).

### Office of Adult Students and Evening Services (OASES)

This office serves as a liaison with academic departments, advising centers, and administrative offices for students who need to conduct business after 5 p.m. Monday through Thursday and Saturdays 9 a.m. to 3 p.m. (when classes are in session). Activities and programs include advising in the evening, re-entry open houses, weekend orientations, scholarships, the Alpha Sigma Lambda Honor Society, the Non-Traditional Student Organization (NTSO), and a newsletter, "For Adults Only." For adults returning to school after an extended absence, OASES provides information about the admissions process and opportunities available through the Adult Students Admission Program (ASAP). For more information about the Office of Adult Student and Evening Services (106 Barnard, 704-687-2596), visit their web site at <http://oases.uncc.edu/>

### Office of International Programs (OIP)

The Office of International Programs (118 Denny, 704-687-2442) serves as a focal point for UNC Charlotte's international emphasis by providing leadership and assistance in the areas of international admissions, curriculum development, international student/scholar services, education abroad, overseas linkages, English language training, cross-cultural training, and community programming. For more information about the Office of International Programs, visit their web site at <http://oip.uncc.edu/>

### University Career Center

The University Career Center (150 Atkins, 704-687-2231) offers comprehensive career services designed to assist undergraduate and graduate students in all stages of career development: career decision making, career planning, and career placement. Experiential learning is a key component and all students are encouraged to take advantage of internship, cooperative education, and other career exploration programs. With the University Career Center acting as a coordinating and academic support unit for experiential learning. Over 62% of all students at UNC Charlotte participate in a University-sanctioned career-related experience.

The goals of the Center are: (1) to help all students make and act on career decisions which maximize their potential and long term development; (2) to enable the timely involvement of students in experiential learning programs; (3) to engage students, faculty, and employers in quality experiential learning programs; and, (4) to promote receptivity to and involvement with UNC Charlotte, the colleges, and the students among individuals and organizations outside the University. The Center maintains relations with over 1,000 area and national employers, and also has developed co-op and 49ership programs abroad. Over 10,000 jobs and internships are handled through the office each year. For more information about the University Career Center, visit their web site at <http://career.uncc.edu/>

### University Center for Academic Excellence

Designed to improve academic performance and foster meaningful learning experiences, the University Center for Academic Excellence (330 Fretwell, 704-687-2162) provides services, programs, and materials to help students develop and refine thinking skills, utilize learning and self-management skills, and learn course material more efficiently. Services include: (1) individual consultation regarding learning and self-management skills; (2) assessment of reading/learning skills, learning styles, and study habits/attitudes; (3) computer-assisted instruction for a variety of course subjects; (4) learning and self-management skills workshops; and (5) a library of materials with books, audio tapes, video tapes, and printed handouts outlining study/learning strategies. For more information about the University Center for Academic Excellence, visit their web site at <http://ucaee.uncc.edu/>

## **XV. ORAL PRESENTATION GRADING GUIDELINES [adapted from Dr. D. Morrow]**

Evaluation is a complex process. Grades reflect both effort and achievement, not effort alone. Tremendous effort in the absence of demonstrated achievement will not result in a great grade. The guidelines below are presented to help you understand the general guidelines used in this class for evaluating **oral presentations**.

### **"A" (Commendable)**

An "A" presentation is virtually flawless. The presenter has a strong command of appropriate use of the English language and is effective in communicating information to the audience (e.g., appropriate voice tone and volume, appropriate eye contact and a professional, energized presence and connection with the audience). Information is conveyed in an organized, logical, and insightful manner that goes beyond the mere regurgitation of material read in preparation for the presentation. The presenter demonstrates in-depth analysis and synthesis of material that goes beyond the obvious, and does so with creativity (e.g., professional-in-appearance handouts, samples, posters and other visuals, experiential exercises for the audience, etc.). Excellent presenters know their subject matter thoroughly and are capable of generating discussion and fielding questions asked by the audience.

### **"B" (Satisfactory)**

A "B" presentation is generally well-done, but may not be as comprehensive, creative, or smooth-flowing as an "A" presentation. The presenter is a good speaker who uses the English language appropriately and communicates well with the audience. The presentation is organized and thorough, but lacks the in-depth analysis, synthesis, and insight conveyed in an "A" level presentation. Handouts and other visuals that are utilized are not as professional as would be the case in an "A" level presentation (e.g., handouts are not available for every member of the audience; posters are difficult to read from the back of the room; materials are not as neat and professional as they could be). Creative involvement of the audience may be lacking. The presenter fields general questions well, but may have some difficulty with more in-depth questions and in generating appropriate discussion.

### **"C" (Marginal)**

A "C" presentation may provide adequate coverage of the topic, but difficulties may seem evident, such as limited preparedness, problems in effectively organizing the content, lack of clarity in the presentation, or no visuals/poorly prepared visuals. In "C" presentations, it seems fairly clear that preparation time and effort could have been greater. While the basics of the topic may be covered, there is no evidence that the presenter goes beyond the expected basics.

### **"U" (Unsatisfactory)**

A "U" presentation often demonstrates minimal effort in preparing for the presentation and/or a lack of understanding of the topic/assignment. Significant aspects pertinent to the topic may be omitted. The presenter may have significant difficulty in communicating the material clearly and effectively. Even if the presenter is a good communicator, a grade of "U" would be warranted if the presentation is significantly lacking in clarity and organization. A grade of "U" may also be warranted under the following circumstances: when students do not complete their presentations at the appointed date and time; when the student is clearly unprepared; when the presentation is disorganized, unclear, and/or lacking in conveying a basic understanding and overview of the topic; and, when the presenter is unprofessional in interacting with the audience.

## **XVI. WRITTEN PAPER GRADING GUIDELINES [adapted from Dr. D. Morrow]**

Evaluation is a complex process. Grades reflect both effort and achievement, not effort alone. Tremendous effort in the absence of demonstrated achievement will not result in a great grade. The guidelines below are presented to help you understand the general guidelines used in this class for evaluating **written papers**.

### **"A" (Commendable)**

An "A" paper is completely professional in appearance (type-printed with a clear, readable font on clean white paper; formatted in accordance with APA standards; no typos; correct in grammar, sentence structure, and spelling). The writing in "A" papers is clear, concise, and well-organized. Subheadings and references are used as appropriate. Such papers demonstrate that the writer has thoroughly researched the topic and clearly understands issues pertaining to it. The content in "A" papers goes beyond mere regurgitation of gathered information. The paper

offers analysis, synthesis, and an in-depth, scholarly, and interesting perspective on the topic. Most "A" papers typically have undergone several revisions, as is the case with excellent writing (earlier drafts may be submitted to the instructor, along with the final product, in order to provide evidence of the development of the paper).

### **"B" (Satisfactory)**

A "B" paper is generally well-done and professional in appearance (type-printed with a clear, readable font on clean white paper; formatted in accordance with APA standards; none to minimal typos; and generally correct in grammar, sentence structure, and spelling). The writing in "B" papers is generally clear, concise, and organized. Subheadings and the referencing of sources, while generally present, may not be as clearly organized or as comprehensive as in "A" papers. A "B" paper demonstrates that the writer has thoroughly researched the topic, yet the writer's exploration of issues related to the topic may not be comprehensively conveyed. The content in "B" papers goes beyond mere regurgitation of gathered information. Analysis and synthesis of information in a scholarly fashion is present, but in-depth analysis may be less comprehensive compared to an "A" paper. Most "B" papers have undergone several revisions (earlier drafts may be submitted to the instructor, along with the final product, in order to provide evidence of the development of the paper.)

### **"C" (Marginal)**

A "C" paper, while generally professional in appearance, may evidence some problems such as formatting errors, typos, or problems with grammar, sentence structure, or spelling. The writing may exhibit problems with clarity, conciseness, and organization. There may be problems in the appropriate use of subheadings and references. While the topic may be generally covered, there may be a lack of depth and understanding of related issues. Analysis and synthesis of information in a scholarly fashion is limited. Effective utilization of earlier drafts and available assistance may not have been utilized to the fullest degree possible, even though earlier drafts are submitted to the instructor with the final product.

### **"U" (Unsatisfactory)**

In "U" papers, there may be numerous formatting errors, typos, or problems with grammar, sentence structure, and spelling. There may be significant problems with clarity, conciseness, and organization. Faulty organization may hamper effective use of subheadings. There may be significant problems in appropriate use of referencing. The topic may be minimally covered, and analysis, synthesis, and scholarly exploration of related issues may be lacking. Preparation time may have been minimal, including the effective utilization of opportunities for revision and assistance. A grade of "U" may also be warranted when students do not complete the paper at the appointed date and time; when preparation for the paper has clearly been minimal; when the paper is disorganized, unclear, and/or lacking in a basic coverage of the topic; and when writing is significantly below appropriate professional standards (e.g., basic grammar, sentence structure, or spelling errors).