A. Description of Course Content

[This course builds] on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation, in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct practice students. Prerequisites: SOCW 5304; SOCW 5310; and SOCW 5551.

Detailed course description:

Advanced micro practice builds on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. In addition, this course assumes and builds on a prior knowledge of the importance of worker variables with respect to developing, maintaining and using the client-worker relationship to provide relevant help to clients who are asking for assistance. Therefore, the focus for students in the advanced year is to relate a range of intervention strategies to various client populations relevant to students’ work concerns, and relative to intended advanced specialty track. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection.

Attention is paid to a range of change theories, intervention strategies, and therapeutic techniques employed at individual couple and family levels. Emphasis is placed on developing criteria for selecting intervention strategies that are appropriate to the specific goals of treatment. Application of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior,
data-based treatment, and practitioner variables and accountability are common elements emphasized in this course.

**B. Student Learning Outcomes**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

<table>
<thead>
<tr>
<th>Aging Specialty</th>
<th>Children and Families Specialty</th>
<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.</td>
<td>1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.</td>
<td>1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.</td>
<td>1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.</td>
</tr>
</tbody>
</table>

**Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.
Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
<table>
<thead>
<tr>
<th>Advanced Social Workers in Aging</th>
<th>Advanced Social Workers in Children &amp; Families</th>
<th>Advanced Social Workers in Aging</th>
<th>Advanced Social Workers in Children &amp; Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.</td>
<td>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>Synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.</td>
<td>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
</tr>
<tr>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
</tr>
</tbody>
</table>

**Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(c) - Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

<table>
<thead>
<tr>
<th>Aging Specialty</th>
<th>Children and Families Specialty</th>
<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
</tr>
</thead>
</table>

4
### 1. Advanced Social Workers in Aging

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults.

### 1. Advanced Social Workers in Children and Families

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that effect children and families.

### 1. Advanced Social Workers in Health

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect health.

### 1. Advanced Social Workers in Mental Health/Substance Abuse

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

### C. Required Textbooks and Other Course Materials


### D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

Note: Please keep in mind through all written assignments to orient discussions and insights to both the core and advanced specialty competencies expected for your selected advanced specialty track.

Core competency 2.1.2 sub point 3; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-3

Discussion Papers:

Final grades will be partially based on four bi-weekly discussion papers of one of the theories presented in class over the past two weeks. These four papers should be no less than five (3) and no longer than six (4) pages each, from our discussions of the theories as applied to the semester case occurring during the previous two weeks. As with all papers, your discussion will need to be supported from the readings and other
external sources. Note that you will need to refer to the class readings, and you will lose points if you do not. They need to be properly cited according to APA requirements, and will be graded on the basis of correct formatting. At the beginning of the semester all of you will have been given as case (or cases) that we as a class will be following throughout the course. Each week we will take as much time as possible to discuss the case and your thoughts about how the intervention model could be applied to the case. This will give you some foundation for how you can discuss the case in your discussion paper. Your discussion papers are to be submitted every second week (the due dates are listed in the course outline), so it is a good idea to write your thoughts down as they are being discussed. You are only required to submit one report on one intervention model that has been covered in class. Please do not write a paper on an intervention model that has not been discussed in class. Please note that the papers are to be submitted through Blackboard and SafeAssign on the dates specified in the outline below. No late reports will be accepted! These will count for 50 points each, for a total of 200 points. The outline you must use for the discussion papers is as follows:

1. Provide a clear statement as to which issue of Laura’s is being discussed
2. State which intervention model you are discussing
3. What are the key features of the intervention model; This includes the theory behind the model and what the model says about human nature, how problems develop, and how the model is designed to address those problems.
4. Provide a brief statement about how you will apply the model
5. Give a brief statement about which aspects of the model would be most helpful, and why (or why not)

Core competency 2.1.2 sub point 3; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c sub

point 2-3

The grading rubric detail is as follows:

<table>
<thead>
<tr>
<th>Preliminary Assessment</th>
<th>Matches assignment: Yes</th>
<th>No</th>
<th>First page is comprehensible: Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rest of Assessment:</th>
<th>Rarely or not evident</th>
<th>Moderately</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear:</td>
<td>Content is expressed with clarity and coherence</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Application</td>
<td>Elaborated, detailed, substantive applications from required text(s) and external sources</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
Depth | Answers to questions, or applications are intricate; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail and critical thinking. | 0 | 10 | 20

Core competency 2.1.1 sub points 2-3; core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2; core competency 2.1.10 b sub points 1-4; core competency 2.1.10 c sub points 1-4F.

Course Specific Policy on Attendance and Participation:

Attendance and/or classroom participation: is counted at up to 50 points, in the grading criteria. Two to three “in class” activities may be assigned that are minor projects, to permit the class to develop additional understanding of the course content. Please be as consistent as possible throughout the course. Please be as consistent in class participation as possible.

Core competency 2.1.2 sub point 3 ; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-3

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section,

Classroom sections: course specific policy on attendance

1. Students are expected to be on time, attend and become actively engaged in all class sessions, and stay until the completion of the class and contribute to, and maintain, a positive learning environment throughout.

2. Students are to complete reading assignments and be prepared to participate in class, and participate in discussions, or discussion groups and small group activities. Expect an active
learning environment.

Courses using an online shell will also require students participate in the online discussion groups and prompts per class, as outlined in the online companion course shell. Online alternative, course content or assignments will be made available, for scheduled course dates where either the face to face class (due to whether, etc.) or instructor may nor be available to meet (professional travel obligations). Multiple absences, or nonparticipation,

will, likely result in a letter grade deduction from the final calculated grade of the class (i.e. 3 or more). Greater absence or non-participation, than this, will likely result in not receiving a passing grade for the course.

1. All written assignments are due at the beginning of class period of the date specified on the course outline. Emailed or digitally papers will not be accepted (unless requested in this format in advance). Any technical issues with online paper submission, if offered, will result in an alternate method of either email or paper submission. Late papers will not be accepted.

2. Assignments are to be completed correctly at the time of submission. No papers or assignments may be resubmitted once a grade is given.

3. Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.

4. All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program. Differences (if any) arising from the course or grade are to be resolved if possible with the instructor, before considering alternatives.

5. Please turn off all cell phones, pagers, or communication devices while in class, or the classroom. Laptops may be used as these contribute to the learning environment and are logged to course content and may be requested to be turned off during class activities or if disruptive to discussions. Non course activities such as surfing, emailing, working on other course assignments, will be treated as non participation and are disruptive to a positive learning environment. The instructor may request laptops be turned off at any time, the student, students or course environment becomes disengaged. Please do not audio or video the course, or presenters, without permission of the presenter(s). Though it remains, legal, it also remains unethical to
do so.

6. Early packing up, walk outs, surfing etc. on computers without accessing and using online content, and cell phone use in the classroom, will be counted as absences, or non participation, or both. Please request permission of the instructor for recording of lectures or content, not doing so will result in referral to Professional standards committee, and possible adjudication.

G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Grading scheme:
- Discussion papers: 80% (200 points)
- Class participation: 20% (50 points)

Final grades will be according to the UTA Graduate School guidelines:

- 4.0 (225-250) A = 90% or above
- 3.0 (200-224) B = 80% to 89%
- 2.0 (175-199) C = 70% to 79%
- 1.0 (150-174) D = 60% to 69%
- 0.0 (0-149) F = all below 60%

Students are expected to keep track of their own performance throughout the course and seek guidance from available resources (including the instructor), if their performance drops below satisfactory levels. The syllabus does not include extra credit assignments.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

There are no make-up assignments for this course. I will make every effort to provide you with the feedback you need to progress through the course. Please note: NO INCOMPLETES WILL BE GIVEN FOR THIS COURSE.

I. Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained. Though topics given in the course schedule will be covered (by discussion, application, etc.), these may or may not be reviews of readings which are expected to be completed prior to class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prior to class.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook &amp; Chapter</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Introduction to the course</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Introduction of the instructor</td>
<td></td>
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<tr>
<td></td>
<td>Introduction of the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of the syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is theory?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is practice theory?</td>
<td></td>
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<tr>
<td></td>
<td>What is the relationship between theory and the choice of intervention?</td>
<td></td>
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<tr>
<td></td>
<td>Critical thinking skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction of the case(s)</td>
<td></td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Psychodynamics I</td>
<td>Wedding &amp; Corsini, Ch. 2</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
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<tr>
<td></td>
<td>Ego psychology</td>
<td></td>
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<tr>
<td>Jan. 30</td>
<td>Psychodynamics II</td>
<td>Coady &amp; Lehmann, Ch. 7</td>
</tr>
<tr>
<td></td>
<td>Object relations theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attachment theory</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>Relational Theory/Therapy</td>
<td>Coady &amp; Lehmann, Ch. 8</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Psychotherapy (IPT)</td>
<td>Wedding &amp; Corsini, Ch. 10</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>[Discussion paper #1 due]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adlerian Individual Psychology</td>
<td>Wedding &amp; Corsini, Ch. 3</td>
</tr>
<tr>
<td></td>
<td>Ecological Systems</td>
<td>Coady &amp; Lehmann, Ch. 4</td>
</tr>
</tbody>
</table>
Feb. 20

Family Systems (Bowen)  
Individual and Family Therapy (Minuchin)

Wedding & Corsini, Ch. 11  
Coady & Lehmann, Ch. 5

Feb. 27

[Discussion paper #2 due]

Rational-Emotive Behavior Therapy  
Cognitive Therapy

Wedding & Corsini, Ch. 5, 7  
Coady & Lehmann, Ch. 10

Mar. 6

Dialectical Behavior Therapy

Readings TBA

Mar. 13

SPRING BREAK

Mar. 20

Existential Theory/Therapy  
Humanistic/Person-Client Centered Therapy

Wedding & Corsini, Ch. 4,8  
Coady & Lehmann, Ch. 13

[Discussion paper #3 due]

Mar. 27

Motivational Interviewing  
Strengths Based Practice

Readings TBA  
Coady and Lehman Chapter 6

Note: Online alternative class assignment

Apr. 3

Narrative Therapy  
Solution-focused Therapy

Coady & Lehmann, Ch. 18, 20

Apr. 10

Experiential (Gestalt) Therapy

Wedding & Corsini, Ch. 9

Apr. 17

Crisis Intervention

Coady & Lehmann, Ch. 11

Apr. 24  
[Discussion paper #4 due]

Multicultural perspectives

Wedding & Corsini, Ch. 16

May. 1

Integrative approaches

Wedding & Corsini, Ch. 14

Coady & Lehmann, Ch. 1, 2, 3, 21
Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page---------------------- http://www.uta.edu/library
N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working
environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week
For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.