A. Description of Course Content

Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem solving skills at the individual, family, and group levels in diverse settings. This course is required for admission to the Bachelor of Social Work (BSW) program. Prerequisite: SOCW 2311. Prospective BSW majors only. Grade of C or better in SOCW 2311 required.

Class time will be provided to discuss and prepare the Group Ethics presentation; however, it may not be enough. It is possible that students will need to spend some time on this assignment outside of the regular class period.

B. Student Learning Outcomes

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

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:

1. Practice personal reflection and self-correction to assure continual professional
2. Attend to professional roles and boundaries

**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:
1. Recognize and manage personal values in a way that allows professional values to guide
2. 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
3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled

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:

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice
2. Analyze models of assessment, prevention, intervention, and evaluation; and
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and

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:

1. Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Educational Policy 2.1.10(a), (b), (c), and (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(a)—Engagement: Social workers

1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Use empathy and other interpersonal skills; and
3. Develop a mutually agreed-on focus of work and desired

Educational Policy 2.1.10(b)—Assessment: Social workers

1. Collect, organize, and interpret client
2. Assess client strengths and
3. Develop mutually agreed-on intervention goals and objectives; and
4. Select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention:** Social workers

1. Initiate actions to achieve organizational goals.
2. Implement prevention interventions that enhance client capacities.
3. Help clients resolve problems.
4. Negotiate, mediate, and advocate for clients; and
5. Facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation:** Social workers critically analyze, monitor, and evaluate interventions.

**Council on Social Work Educational Policy, Section 4.5, Social Work Practice:** “Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge 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.”

**C. Required Textbooks and Other Course Materials**


*Please note that students will use these texts again in SOCW 3304. Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

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

N/A

**E. Descriptions of Major Assignments and Examinations**

**DISCUSSION BOARDS-20 points**

Active participation in the course Discussion Boards is vital to the learning process and critical for maximizing your learning experience in this online course. There will be two types of discussion boards for this course. One type of Discussion Board will be a “Written Discussion Board” and another will be a “Role Play Discussion Board”. Each Discussion Board is worth 4 points.

All Discussion Boards (both written and role-play) will take place in small groups.

To earn the full points you must meet the following criteria:

1) Complete an initial response to the discussion board by Wednesday at 11:59pm

2) Respond to at least one peer by Sunday at 11:59pm

3) Manage your post and answer all questions posted to your thread.
Please note that if there is a discussion board question that requires you to do something, such as watch a video, read an article or listen to a podcast, this must be completed before Wednesday evening so that you can complete and submit your post on time.

Due to the interactive environment of this course discussion Boards cannot be made up. Failure to complete your initial response by Wednesday at 11:59pm will result in the loss of the points for that discussion board. If you do not complete an initial response, but decide to complete a peer response, the highest grade you can receive for that discussion board will be (1 point).

Discussion Boards will end on Sunday at 11:59pm. New discussion boards will be available on Monday morning. I strongly encourage you to respond to other student’s posting and participate in more than the minimum number of discussions require, as participation will enhance your understanding of the material, as well as your experience in this course.

Role Play Discussion Boards

There will be two role-play discussion boards during the semester. You will need to enlist the help of a friend, family member, colleague, neighbor, etc. to help you practice skills learned in the class.

The goal of these exercises is for you to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, I want you to gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. The Role Play Discussion Boards will help you build up to the Skills Presentation.

See Discussion Board Rubric in Blackboard for additional grading information for both Written and Role Play Discussion Boards.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b, c. and d) Educational Policy 2.1.3(a, b, and c) Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy 2.1.10(a)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v) Educational Policy 2.1.10(c)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(d)-(i, ii, iii, iv, v)

GENOGRAM AND ECOMAP-10 points

Due Date: 9/16

You will create a three-generation family Genogram (i.e., grandparents, parents, self, and siblings). If applicable, you may also include your children in the Genogram.

You will also create an ecomap.

Additional information on the assignment and the grading rubric will be posted on Blackboard.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v)

ETHICS GROUP PRESENTATION-20 points (10-PowerPoint; 5-Handout; 5-Peer Evaluation)

Due Date: 10/21

In this assignment, students will be working in groups, which will be assigned by the instructor during Week 6. The instructor will notify the groups which ethical dilemma they are to discuss. Each group will review a case presenting an ethical dilemma and discuss the dilemmas. Each group is responsible for determining an ethical course of action for handling the dilemma in the assigned scenario. During Weeks 7 and 8 students are to discuss the dilemma with their group members in the appropriate discussion board on Blackboard.

You and your group will review the scenario, identify the ethical dilemma(s), discuss the dilemma(s) utilizing
the ethical decision-making materials providing on Blackboard (Class lectures, Cournoyer, et. al, Chapter 5, NASW Code of Ethics, and the ethical decision making handout) to work to arrive at a consensus. In discussing cases, please follow steps 1-4 of Reamer’s 7 step Process on ethical decision making handout.

Groups will utilize resource materials in:

- **Class Lecture**
- **Cournoyer-Chapter 5**
- **NASW Code of Ethics available at:**
- **Ethical decision making handout**

Once your group arrives at a consensus in Week 9, you will collaborate and develop a PowerPoint presentation and typed handout and post both to the class appropriate Class Discussion Blackboard by 10/21, as well as submit the assignment via Blackboard.

The typed handouts should list your group's answers to the above questions. Presentations should include the following (divided among the members of your group):

**Steps 1-4 of Reamer's 7-Step Process:**

1. Identify the ethical issues, including the social work values and duties that conflict.
2. Identify the individuals, groups, and organizations that are likely to be affected by the ethical decision.
3. Tentatively identify all possible courses of action and the participants involved in each, along with possible benefits and risks for each.
4. Thoroughly examine the reasons in favor of and opposed to each possible course of action, considering the relevant ethical theories, principles, and guidelines; codes of ethics and legal principles; social work practice theory and principles; personal values (including religious, cultural, and ethnic values and political ideology), particularly those that conflict with one's own.

**Grading Criteria**

Presentation will be evaluated on the group's ability to clearly address each of the above questions thoroughly and concisely during the presentation.

Students are to provide feedback on group members via an evaluation form on Blackboard. This evaluation form will be part of your grade. The evaluation form WILL NOT be shared with anyone other than your instructor.

Additional information on the assignment and the grading rubric will be posted on Blackboard.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.2(a, b, c, and 1. d) Educational Policy 3(a, b, c) Educational Policy 2.1.7(a).

**EXAMS (2) - 15 points each (30 points total)**

Exam I: 10/7

Exam II: 12/12

Two exams will be given during the semester via Blackboard. One will cover the first half of the class material; the second will cover the second half of the class. Exam material will come from lectures, assigned readings, and information posted in Blackboard.
Exams cannot be made up unless arrangements are made with the instructor PRIOR to the due date or in the case of an extreme circumstance, which is at the discretion of the instructor.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.2(a, b, c, d) Educational Policy 2.1.3(a, b, c) 2.1.6(a) Educational Policy 2.1.7(a)

**Skills Presentation - 15 points total (1 point-topic; 14 points-Skills Presentation)**

**Topic Due Date:** 10/28

**Due Date:** 11/18

Students will demonstrate the skills that they have learned throughout the semester in a final brief 2 person role-play segment involving basic interviewing skills utilized by the social work practitioner during an initial meeting.

You will need access to a video camera and will need to enlist a friend, family member, or acquaintance to participate with you. You will be the "Social Worker" and your friend, family member or acquaintance will be the "client". You will need to upload the video the Blackboard for the instructor to review.

The role-play is expected to last at minimum 5 minutes.

The topic of the first meeting (i.e., why the social worker is meeting the client) should be submitted via Blackboard by 10/28.

*Additional information on the assignment and the grading rubric will be posted on Blackboard.*

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b, c, and d) Educational Policy 2.1.3(a, b, c) Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy Educational Policy 2.1.10(a)-( i, ii, iii, iv, v) Educational Policy 2.1.10(b)-( i, ii, iii, iv, v) Educational Policy 2.1.10(c)-( i, ii, iii, iv, v) Educational Policy 2.1.10(d)-( i, ii, iii, iv, v)

**DOCUMENTATION EXERCISE-5 Points**

**Due Date:** 11/18

Using the topic chosen for your skills presentation, you will select one of the formats (e.g., SOAP, BIRP) taught during the semester to compose a progress note which will describe your session from the clinician’s perspective.

*Additional information on the assignment and the grading rubric will be posted on Blackboard.*

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.10(b)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(c)-( i, ii, iii, iv, v)

**PAPERS/WRITTEN ASSIGNMENTS– GENERAL INFORMATION AND EXPECTATIONS**

All papers and written assignments, including Discussion Board posts must follow APA guidelines. At a minimum this means:

Points will be deducted if you do not follow these guidelines. See the following website for additional help with APA format: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own - i.e., using direct sentences written by others) will result in a failing grade for the course.
Please use formal and professional language when completing discussion boards and assignments for this course. This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, etc.).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through Blackboard. Hard Copies are not to be turned in unless specified otherwise.

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,

As the instructor of this section, active participation in Blackboard is required.

G. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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</table>
| Discussion Boards (5 at 4 points each) | 3-Written Discussion Boards | Written DB#1-Initial Post-9/19; Peer Response-9/23  
               Written DB#2-Initial Post-9/26; Peer Response-9/30  
               Written DB#3-Initial Post-11/20 (Tuesday); Peer Response-11/26 (Monday) *due to the holiday |
|                             | 2-Video Discussion Boards | Role Play-Initial Post-9/5; Peer Response-9/9  
               Role Play-Initial Post-10/31; Peer Response-11/4 |
| Genogram/Ecomap             | 10     | 9/16                                                                |
| Ethics Presentation         | 15 (10 PPT; 5 Handout) | 10/21                                                               |
| Peer Evaluation             | 5      | 10/21                                                               |
| Skills Presentation Topic   | 1      | 10/28                                                               |
| Skills Presentation        | 14     | 11/18                                                               |
| Documentation              | 5      | 11/18                                                               |
| Exam I                      | 15     | 10/7                                                                |
| Exam II                     | 15     | 12/12-Wednesday                                                   |
| **Total**                  | **100 points** |                                                             |

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<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
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<tr>
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<tr>
<td>Score Range</td>
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<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89.9-80</td>
<td>B</td>
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<tr>
<td>79.9-70</td>
<td>C</td>
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<tr>
<td>69.9-60</td>
<td>D</td>
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<tr>
<td>59.9 or lower</td>
<td>F</td>
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</table>

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.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two week period. If a student has a question regarding his/her grade check the gradebook on Blackboard. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet of via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

First-Read and view the assignments

Second-Ask your question regarding the course materials through an e-mail to the professor or the “Ask the Instructor” Discussion Board

Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.

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

Assignments and Exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date.

Late assignments may be accepted under extreme circumstances and at the discretion of the instructor. Failure to submit an assignment on a due date will result in a 10% deduction of points per calendar day up to 3 days of when the assignment was due.

For example:

Genogram/Ecomap assignment is worth 10 points and is due on 9/16. Student submits the assignment on 9/17, the maximum grade they can receive is 9 points (9/18-8 points; 9/19-7 points; 9/20-zero (0) points).

Discussion Board posts may not be made up.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of
plagiarism of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but also provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)-http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
- Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)-http://www.indiana.edu/~wts/pamphlets.shtml

I. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics covered</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (8/22-8/26)</td>
<td>Introductions; Syllabus and Course Overview</td>
<td>Review Syllabus and Blackboard Materials</td>
<td>Extra Credit Intro DB-Video</td>
</tr>
<tr>
<td>Week 2 (8/27-9/2)</td>
<td>Introduction and The Challenges of Social Work</td>
<td>C: Chapter 1</td>
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<td></td>
<td></td>
<td>H: Chapter 1</td>
<td></td>
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<tr>
<td>Week 3 (9/3-9/9)</td>
<td>Introduction to Professional Direct Practice: Domain, Philosophy, Roles</td>
<td>C: Chapter 2</td>
<td>Practice Role Play DB due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Helping Process</td>
<td>H: Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Week 5 (9/17-9/23)</td>
<td>Valuing Diversity, Advancing Human Rights and Social Justice, and Promoting</td>
<td>C: Chapters 4</td>
<td>Written DB Due</td>
</tr>
<tr>
<td></td>
<td>Social Well-Being through Policy Practice. Operationalizing the Cardinal</td>
<td>H: Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Week 6 (9/24-9/30)</td>
<td>Social Work Values Ethical Decision Making Ethics Presentation Preparation</td>
<td>C: Ch. 5</td>
<td>Written DB due</td>
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<tr>
<td></td>
<td></td>
<td>Social Work Code of Ethics (Blackboard)</td>
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<tr>
<td>Week 7 (10/1-10/7)</td>
<td>Exam I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8 (10/8-10/14)</td>
<td>Ethics Presentation Preparation</td>
<td>Group is working towards a consensus</td>
<td>Extra Credit Podcast DB</td>
</tr>
<tr>
<td>Week 9  (10/15-10/21)</td>
<td>Ethics Presentation Group Work</td>
<td>Group arrives at a consensus</td>
<td>Ethical Dilemma PowerPoint and handout posted to Discussion Board and submitted via Blackboard Peer Evaluation Due</td>
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<tr>
<td>Week 10  (10/22-10/28)</td>
<td>Talking and Listening--The Basic Interpersonal Skills Building Blocks of Communication: Conveying Empathy and Authenticity</td>
<td>C: Chapter 6 H: Chapter 5</td>
<td>Skills topic due</td>
</tr>
<tr>
<td>Week 11  (10/29-11/4)</td>
<td>Preparing, Beginning, Verbal Following, Exploring, and Focusing Skills.</td>
<td>C: Chapter 7</td>
<td>Role Play DB due</td>
</tr>
<tr>
<td>Week 12  (11/5-11/11)</td>
<td>Exploring</td>
<td>C: Chapter 9 H: Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Week 13 (11/12-11/18)</td>
<td>Eliminating Counterproductive Communication Patterns Case Notes and Skill Presentation</td>
<td>H: Chapter 7 Case Notes SOAP Notes; BIRP Notes</td>
<td>Skills Presentation and Documentation Due</td>
</tr>
<tr>
<td>Week 14  (11/19-11/25)</td>
<td></td>
<td>Thanksgiving Week</td>
<td>Written DB due Tuesday 11/20</td>
</tr>
<tr>
<td>Week 15  (11/26-12/2)</td>
<td></td>
<td>Self-Care</td>
<td>Extra Credit Self-Care DB</td>
</tr>
<tr>
<td>Week 16  (12/3-12/9)</td>
<td></td>
<td>Finals Review Week; Wrapping up the Semester</td>
<td>Extra Credit Wrap up DB</td>
</tr>
<tr>
<td>Week 17  (12/10-12/14)</td>
<td></td>
<td>Finals Week</td>
<td>Final Exam due 12/12</td>
</tr>
</tbody>
</table>

Other readings may be posted on Blackboard. The instructor will notify the class if any reading assignments change or are added on Blackboard.

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.

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
Subject Guides......................... http://libguides.uta.edu
Subject Librarians....................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ...................... http://library.uta.edu/how-to
Connecting from Off- Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian......................... http://ask.uta.edu

N. 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 (
O. 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.

P. 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.

Q. 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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. 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/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism](http://library.uta.edu/plagiarism/)

**S. 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](http://www.uta.edu/oit/cs/email/mavmail.php).

**T. 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/](http://www.uta.edu/news/info/campus-carry/)

**U. 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](http://www.uta.edu/sfs).

**V. 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.