THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2019

Course Title: Generalist Micro Practice

Course Prefix/Number/Section: SOCW 5304-015

Instructor Name: Ashley Palmer, PhD, LMSW

Faculty Position: Assistant Professor

Faculty Profile: N/A

Office Number: 208E

Phone Number: N/A

Email Address: ashley.palmer@uta.edu

Office Hours: Monday 12:00pm-1:00pm

Day and Time of Class (if applicable): Monday 2:00pm to 4:50pm

Location: SWCA217

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Description of Course Content

This foundation level course introduces graduate students to both theory and methods for social work practice with individuals, families, and small groups. It emphasizes a generalist perspective, beginning interviewing and relationship skills, problem assessment, goal setting, and contracting. Special attention is given to the common roles assumed by social workers (e.g. facilitator, broker, advocate). Required of all except advanced standing students.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 4, 6, 7, and 8, the main foci are competencies 1, 6, 7, and 8

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and

apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of

assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence- informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

C. Required Textbooks and Other Course Materials

Hepworth, D., Rooney, R., Rooney, G. D., Strom-Gottfried, K., & Larsen,]. A. (2013). *Direct social work practice: Theory and skills* (10th ed.). Cengage Learning.

NASW Code of Ethics: English (Revised 2017); Spanish (Still 2008 version; 2017 revision will be available in Spanish soon)

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

This syllabus is a living, working document. If there are changes (most likely, to the Course Schedule), I will notify you on Canvas and/or in-class and post an updated syllabus.

UNLESS OTHERWISE NOTED, ASSIGNMENTS ARE DUE BY 11:59PM

CLASS PARTICIPATION: 20 pts (Addresses Student Learning Outcomes 1, 6, 7, and 8)

Each time we meet, you will practice applying what you are learning. You are expected to participate in all class activities and will be graded based on your contributions to in-class activities. These may include but are not limited to role plays, ethical decision-making exercises, critical reflections, bio-psycho-social-spiritual assessments, progress notes, and evaluating evidence-based interventions. Some of these potential in-class activities are described below.

- **Genogram and ecomap creation (Learning Outcome 7)**

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.

- **Role-plays (Learning Outcomes 6 & 7)**

On a number of occasions throughout the semester, you will meet in groups of three to practice skills learned in class and in assigned readings. You will take turns being the social worker and the client. Students are expected to participate fully as part of their class participation. 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.

- **Ethical decision-making exercises (Learning Outcome 1)**

You will be given a scenario and expected to apply the ethical-decision making steps and then discuss this with a partner or group. Pairs or groups will report out. Notes will be turned in.

- **Progress notes (Learning Outcome 1)**

You will use one of the formats (e.g., SOAP, BIRP) taught in class to compose a progress note and describe a role play session from the clinician's perspective.

- **Critical reflections (Learning Outcome 1)**

You will be asked to consider what you are learning (e.g., from readings, lectures, group discussions) and reflect on how that fits with your own experiences.

- **Evaluating interventions (Learning Outcomes 4 & 8)**

Social workers work in settings where they are commonly instructed to use evidence-based interventions. Part of your role is to be able to locate the evidence for interventions, think critically about where that evidence comes from, how it fits within your agency, and with the clients you serve, and determine whether or how you might use it. We will work together in class to practice this skill.

- **Quizzes over key terms or key content (Learning Outcomes -- all).**

If you miss class, you may still earn Class Participation points. It is your responsibility to email me if you wish to have the opportunity to practice the skills and earn points. You must contact me within 48 hours of missing class (or may do so in advance, if you know you will be gone). Evidence of activity completion must be submitted to me no later than the very next class period. Important: you may only earn Class Participation points for up to two (2) missed classes. If you miss more than two (2) classes, you will not be able to earn points for those. Example: You miss 3 classes. You may earn Class Participation points for 2 of them.

OUR IDENTITIES AND SOCIAL WORK: (Address Student Learning Outcome 1)

Personal identity and social work practice (Due 8/26, 5 pts): This assignment will be completed in-class. The purpose of this activity is for you to reflect on how you identify outside of social identifiers like race, religion, gender, etc**.** and how your personal identity has shaped your decision to become a social worker. Instructions will be provided on Canvas and during class. (***Reflection should be written in complete sentences and be between .5 and 1 double-spaced page***)

Social identity and social work practice (Due 9/8, 5 pts): This assignment will be completed outside of class. The purpose of this assignment is for you to consider how you identify socially, how those identifiers may be more salient at times, and how (and/or which) social identifiers may shape your decision to become a social worker and may also impact your in the role of a social worker. (***Reflection should be written in complete sentences and be a maximum of 2 double-spaced pages***)

Spectrum of identity and social work practice (Due 9/15, 5 pts):

The purpose of this assignment is to prompt critical reflection on how identities and how they are felt are different in different social contexts. Further, it creates space to think about how some identities are normalized or privileged above others. Finally, it allows us to think about how we share some identities with others in this social space and also have diverse identities. This holds particular relevance when we are working to establish a helping relationship with potential clients.

Source: Adapted for use by the Spectrum Center and the Program on Intergroup Relations, University of Michigan. Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (http://sites.lsa.umich.edu/inclusive-teaching/).

BIO PSYCHO SOCIAL SPIRITUAL ASSESSMENT (BPSS): 20 pts (Addresses Student Learning Outcome 7)

The purpose of this assignment is for students to begin the process of conceptualizing the initial assessment process in terms of, (a) knowing what information is required in a bio-psycho-social-spiritual assessment; (b) the process of actually interviewing someone with the view to gathering said information; and (c) organizing that information in a way that allows for making recommendations about interventions.

Students will complete a bio-psycho-social-spiritual assessment of an individual of their choosing. A BPSS history is a comprehensive assessment of an individual. [**Suggestion**: *Based on the report of past students, it is recommended that you avoid family members as this tends to add stress to the assignment.*]

Instructions will be provided in class and on Canvas.

REVIEW & CRITIQUE OF EVIDENCE FOR AN INTERVENTION: 20 pts (Addresses Student Learning Outcomes 4 & 8)

The purpose of this assignment is to help you become consumers and evaluators of research that informs social work practice. Being a masters' level student requires being a researcher, and this course requires that you do some research on the practice of social work. This is a practice course, so you will focus your *research search on the practice of social work as it pertains to your particular interest*. Instructions will be provided in class and on Canvas. This will be submitted on Unicheck (online).

ASSESSMENT & PLANNED CHANGE PRESENTATION: 25 pts (Addresses Student Learning Outcomes 4, 6, & 8)

Part 1: 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. The role play is expected to last 7 to 10 minutes. The topic of the first meeting (i.e., why the social worker is meeting the client) should be submitted to me by the end of class on **11/04/19**. Some class time will be provided to discuss and prepare the role-play; however, it may not be enough. It is likely that students will need to spend some time on this assignment outside of the regular class period. Instructions will

be provided in class and on Canvas. **(15 pts)**

Part 2: Students will submit a paper where they have identified **which** intervention they and their client have selected and **why** it was chosen (i.e., what is the evidence for this intervention, how it fits with clients strengths, values, culture, identities). Instructions will be provided in class and on Canvas. This will be submitted on Unicheck. **(10 pts)**

Assignment	Points	Due
Class Participation	20	Weekly
Personal identity and social work practice	5	Monday, 8/26/19, in class
Social identity and social work practice	5	Sunday, 9/08/19, 11:59pm
Spectrum of identity and social work practice	5	Sunday, 9/15/19, 11:59pm
Bio Psycho Social Spiritual Assessment	20	Sunday 10/13/19, 11:59pm
Review & Critique of Evidence for an Intervention	20	Sunday, 11/10/19, 11:59pm
Assessment & Planned Change Presentation	25	Part I: Monday, 11/25, in-class Part II: Friday, 12/06, 11:59pm
Total	**100 points**	

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,

I will take role each week. However, you are graduate students, and as such, I will not assign a grade for attendance. **Coming to class will be critical to your success in this class and your foundation as a master's level social worker.** Class time will be spent *doing* -- which means it provides opportunities to practice and enhance your social work skills and practice for larger course assignments. Though attendance is not graded, Class Participation *is* -- and is worth 20% of your overall grade! You may only make up Class Participation points for two (2) missed classes. See the description of Class Participation in Section E of the syllabus for details on how that works.

Note: Arriving more than 20 minutes late to class and/or leaving more than 20 minutes early will be considered as an absence

G. Grading

PAPERS – GENERAL INFORMATION AND EXPECTATIONS

All papers 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/
- 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 papers and assignments for this course.

Late Work

Late work will be accepted up to one week after it was due (i.e., 7 days), with a deduction of 10% for being late (i.e., the highest grade that could be received for late work would be a 90%), and an additional 5% for each 24 hrs it is late (i.e., due on Sunday night and turned in Monday before 11:59pm, 10% deducted; due on Sunday night and turned in Tuesday at 1:00am, 15% deducted, etc).

Grading criteria

Percent	Letter grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

Assignments and Due Dates at a glance

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Class Participation	20	Weekly
Personal identity and social work practice	5	Monday, 8/26/19, in class
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Assessment & Planned Change Presentation	25	Part I: Monday, 11/25, in-class Part II: Friday, 12/06, 11:59pm
Total	**100 points**	

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 exams in this class.

I. Course Schedule

Week	Date	Topic	H: Hepworth et al. Textbook	Due
1	8/26	Introductions; Syllabus and Course Overview Introduction and The Challenges of Social Work Introduction to Professionalism Direct Practice: Domain, Philosophy, Roles Overview of the Helping Process	H: Chapter 1-3	Personal identity and social work practice (in-class)
2	9/02	Introduction to Professionalism Direct Practice: Domain, Philosophy, Roles Overview of the Helping Process Valuing Diversity, Advancing Human Rights and Social Justice, and Promoting Social Well-Being through Policy Practice. Ethical Decision Making Operationalizing the Cardinal Social Work Values	H: Chapter 1-4 NASW Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish **No class: Labor Day**	
3	9/09	Introduction to Professionalism Valuing Diversity, Advancing Human Rights and Social Justice, and Promoting Social Well-Being through Policy Practice. Ethical Decision Making Operationalizing the Cardinal Social Work Values	H: Chapter 4 NASW Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish inSocialWork Podcast (see Canvas for link)	Social identity and social work practice
4	9/16	**Talking and Listening--The Basic Interpersonal Skills** Building Blocks of Communication: Conveying Empathy and Authenticity **Preparing, Beginning** Verbal Following, Exploring, and Focusing Skills.	H: Chapter 5and 6	Spectrum of identity and social work practice

5	9/23	**Exploring & Assessing** Eliminating Counterproductive Communication Patterns Exploring and Understanding Problems and Strengths. Biopsychosocialspiritual Assessment	H: Chapter 7 and 8 SOAP Notes: [Example of SOAP note format](#) BIRP Notes: [Example of BIRP note checklist](#)	
6	9/30	**Exploring & Assessing** Intrapersonal, Interpersonal, and Environmental Factors Assessing Family Functioning in Diverse Family and Cultural Contexts. Forming and Assessing Social Work Groups Biopsychosocialspiritual Assessment	H: Chapters 9, 10, 11 [Introduction to BPSS interview and format](#)	
7	10/07	**Exploring & Assessing** Biopsychosocialspiritual Assessment Forming and Assessing Social Work Groups	H: Chapter 9, 10, 11 Other items on BPSS to be added on Canvas	
8	10/14	**Contracting, Working, Evaluating** Developing Goals and Formulating a Contract.	H: Chapter 12	BPSS Assessment (online)
9	10/21	**Change-Oriented Phase** Planning and Implementing Change-Oriented Strategies. Developing Resources, Organizing, Planning, and Advocacy as Intervention Evaluating evidence-based interventions	H: Chapters 13 & 14 Material on evaluating evidence	
10	10/28	**Change-Oriented Phase** Enhancing Family Functioning and Relationships. Evaluating evidence-based interventions	H: Chapter 15	
11	11/04	**Change-Oriented Phase** Intervening in Social Work Groups. Evaluating evidence-based interventions	H: Chapter 16	
12	11/11	**Change-Oriented Phase** Additive Empathy, Interpretation, and Confrontation.	H: Chapter 17	Review & Critique of Evidence for Intervention (online)
13	11/18	**Change-Oriented Phase** Managing Barriers to Change	H: Chapter 18	
14	11/25	**Assessment Skills Demonstration**	H: Chapter 19	Part I: Assessment Presentation (in-class)

15	12/02	**Ending**	H: Chapter 19	Part II: Planned Change Paper (on-line)

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

See BSW Program Manual at: http://www.uta.edu/ssw/academics/bsw/student-manual.php
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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. 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](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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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.