A. Description of Course Content

Explores the central contribution of social work to comprehensive health care and health in environment theory and evidence; advanced knowledge and skills in human behavior theory relevant to health care, as well as social work interventions to assess and ameliorate the psychological effects of illness and disability, are included along with emerging roles for social work in prevention and health maintenance.

Co-requisite: SOCW 5311.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core 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
Advanced courses at the MSW level also incorporate advanced competencies that are specific to a student’s specialty area. This course is required of all MSW students, and addresses Competencies 1, 2, 3, 6, 7, 8 and 9, at the advanced specialty level, as below.

**Competency 1: Demonstrate ethical and professional behavior for advanced social worker specializing in health**

- Advanced social workers specializing in health strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.
- Advanced social workers specializing in health exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.
- Advanced social workers specializing in health recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.

**Competency 2: Engage Diversity and Difference in Practice**

- Advanced social workers specializing in health practice self-awareness and self-regulation to manage the influences of personal bias and values, including, but not limited to, age, class, color, culture, disability and ability, gender identity, religion, and immigration status, in working with diverse populations in connection with the delivery of health care services.
- Advanced social workers specializing in health recognize and respect different values related to health and health care beliefs.
- Advanced social workers specializing in health promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- Advanced social workers specializing in health advocate for health care as a fundamental human right, and utilize health-related practices that promote health equity and reduce health disparities.
- Advanced social workers specializing in health understand how issues of social, economic, and environmental justice influence individuals’ rights to health and health care, and how their own perspectives and privilege may influence their delivery of services in health-related practice settings.

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

- Advanced social workers specializing in health assess and engage with individuals, families, groups, organizations, and communities in health care settings, within the context of a culturally-informed, personal relationship and competent social work practice.
- Advanced social workers specializing in health value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.
- Advanced social workers specializing in health incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Advanced social workers specializing in health understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.

- Advanced social workers specializing in health uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.

- Advanced social workers specializing in health use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.

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

- Advanced social workers specializing in health understand theories of human behavior and the social environment, critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.

- Advanced social workers specializing in health deliver appropriate culturally relevant health specialty services through interaction of cultural systems between the social worker and the client, their setting and immediate community, and practice competently with individuals, families and groups.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Advanced social workers specializing in health integrate sources of knowledge, including, but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends, within evaluation processes.

- Advanced social workers specializing in health plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


- Additional readings or materials will be posted online

E. Descriptions of Major Assignments and Examinations

Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer
relevant questions) the reading material.

Students will be required to actively utilize the online program to access course assignments, required reading assignments, and to communicate with peers and the professor throughout the semester. Some class sessions, as determined by the instructor, will be done online.

**Agency Presentation-30 points total**

15 points=presentation; 5 points=peer feedback; 2 points=confirmation of site visit; 8 points=resource sheet

Due 11/10

Pairs of students will complete this assignment of visiting a community agency that provides health services. The pair of students will need to bring to the second class at least three (3) agency names that they would like to visit. Agencies will be assigned in class. No duplicate agency visits will be allowed as one of the goals for this assignment is for the pair of students to present the agency to the class, so that everyone can learn about the agency.

The pair will be responsible to complete the following:

**Agency Visit**

- Visit the agency, in person, together
- Services at the agency
  - Assess what services are provided to adults/children/families and/or the community
  - Determine how services are provided
  - Discuss areas of services lacking within the agency
- Clients Served:
  - What are the needs of the clients the agency works with?
  - What is the eligibility to receive services at the agency?
- Social Work role
  - Discuss what type of services Social Workers provide in this agency
  - How many clients do you work with or what is your typical case load or client interaction per week?
  - What are the client’s responsibility with their medical plans and what are the social workers’?
  - Do you have a particular ethical code that you have to adhere to? How do you resolve any ethical conflicts or dilemmas that occur? Can you give an example?
- Social Work advice and skills
  - What do you like best about your job? What do you like least about your job?
  - What skills and knowledge do you think a person should have to work as a social worker at this agency/setting?
  - What advice would you give to someone as they start a career as a health social worker?

Please note: Consider that this person you are meeting with might be someone that you may want to approach in the future for a job or field placement or you may need to connect with them for resources for clients/patients. Therefore, consider leaving a good impression, such as being professional in both your correspondence and your attire when visiting the agency. Also, make sure to write them a thank you note after you visit with them; this can also serve as your verification of your site visit.

**Presentation**

Pairs of students will be assigned to present this community agency to the class. Students will sign up for their agency presentations, which will start during modules 13, 14, and 15. During the semester students, along with the instructor, will establish a rubric to provide feedback for the student agency presentations. Students will provide feedback to their peers, which will be on a scale of 0-5 and will count towards 5 points of their
grade on the assignment.

Students will also need to post the presentation and resource sheet to the "Agency Discussion Board" for their peers to access for class. The presentation and resource sheet must also be posted to the discussion board before the end of Module 12.

Grades for the PowerPoint Presentation will not be completed until after the pair of students have presented to the class.

See the rubric posted online for more information about this assignment.

Resource Sheet

Students will make a resource sheet to provide to their peers about the agency that they visited. The purpose of this assignment is to examine the resources that are provided to a client/patient while considering health literacy. The resource sheet will be uploaded online to the discussion board and discussed during the class presentation.

The resource sheet should contain at least the following information on a 6th grade or below reading level:

- Agency information (name, contact information)
- What services are provided?
- Who does the agency provide services to?
- How can clients access the services?

This assignment assesses competencies 1, 6, 7, and 9.

See the rubric posted online for more information about this assignment.

Social and Community Health Assessment Paper

30 points

Due Date: 10/27

Complete a comprehensive psychosocial assessment of a person with a chronic health condition or a community health system. The purpose of this assignment is to provide an opportunity for students to practice their interpersonal skills and to allow the person/community to serve as a resource for better understanding of the needs of the health impaired. The assessment should reflect the assessment concepts and strategies covered in the course readings and lectures. Students may work in partners for this assignment. Your psychosocial/community health assessment should be multidimensional focusing on the following areas, which can be used as section headings:

Introduction: Give a brief description of your relationship with the person/community, including the circumstances of your interactions.

Demographics of the person/community: (age, gender, ethnic background, marital status, number of children, employment status past/present, living arrangements)

Physical status: disabilities, chronic or acute illnesses, nutrition status, sensory impairments, medications, mobility, general satisfaction/dissatisfaction with current health status, overall view of health, and level of being able to provide own daily living needs

Psychological status: cognitive ability and emotional health - mental status, general outlook on life, coping abilities, affect, cognition, memory, orientation, clarity of thought, and the role of spirituality and

Social functioning: availability and functioning of support systems, social activity level, social skills, and
relationship with others (family, friends, neighbors, and staff) available to the person/community. Include a summary of what you learned from the family member and from the service providers you talked to. Describe a typical day for this person/community health system agencies/networks.

**Formal service usage**: services the person/community members receive in and out of their Assess the physical environment in which the person lives and the services provided.

**Historical events**: Have any large-scale events (e.g., 9/11, Great Depression, presidential elections, etc.) influenced the person’s/community’s attitude toward life and health? Gather other personal history that is relative to this person’s/community’s

**Economics**: What financial resources are available for this person/community? Do they have health and/or life insurance etc.? Interest is in their perception of finances and not in how much they have. Address social policies and programs this person/community members take part in, and explain how the policies have helped or

**Personal philosophy of health**: What are the person’s personal views, attitudes, beliefs, and feelings about becoming ill? What social theory of health best fits this person/community and why did you pick this particular theory?

**Treatment Plan and conclusion**: Includes goals and treatment plans you would have for this person/community if you were to provide services for this person from a professional You may want to include in this gaps in services or needs that are not being met at this time as expressed by this person or assessed by you. Please include other things you feel are relevant to understanding this person/community. Overall, assess this person’s/community’s current functioning, including strengths and vulnerabilities.

Describe how this person/community fits into the “typical” life stage profile (for community, use the age demographics for the entire community) from information gained from class material and readings. How is this person/community “atypical” from a health standpoint?

This assignment assesses competencies 2, 6, 7, 8 and 9.

See the rubric posted online for more information about this assignment.

**IPE Activities: 30 total points**

During the semester students will participate in three Interprofessional education (IPE) activities. Students will sign up for the dates for the IPE events that will be held at the University of North Texas Health Science Center (UNTHSC) in Fort Worth.

- **KWL Charts**
  - Before each IPE activity students will complete the first two columns of the KWL chart. The KWL Chart will be posted online for students to access and complete. **1.5 points each-Due 8/26; 9/17 & 11/5**
  - After each IPE activity students will complete the third column of the KWL Chart. **0.5 points each-Due 9/1; 9/29; 11/17**

- **Common Reading IPE-August 27th 12:30 pm-2pm at TCU** 6 points for attendance
- **IPE with UNTHSC-Establishing a Team-9/18 or 9/25 from 3pm until 5pm at UNTHSC in Worth** 6 points for attendance
- **IPE with UNTHSC-Patient Safety in Ambulatory Care-11/6 or 11/13 from 3pm until 5pm at UNTHSC in Worth** 6 points for attendance
- **Impact of IPE Video-Students will complete an Impact of IPE Video and submit the video online. Prompts for the video will be posted to Online. 6 points-Due 12/1**

This assignment assesses competencies 1, 2, 6, 7, 8 and 9.
Extra Credit: As the instructor for the course, I reserve the right to provide extra credit. Please do not assume that extra credit will be offered.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWL Charts-IPE Activities (Total points)</td>
<td>6</td>
</tr>
<tr>
<td>Common Reading Attendance</td>
<td>6</td>
</tr>
<tr>
<td>IPE UNTHSC Attendance-Establishing a Team</td>
<td>6</td>
</tr>
<tr>
<td>IPE UNTHSC Attendance-Patient Safety in Ambulatory Care</td>
<td>6</td>
</tr>
<tr>
<td>Impact of IPE Video</td>
<td>6</td>
</tr>
<tr>
<td>Agency Presentation and Resource Sheet (Presentation=15; Peer feedback=5; Resource Sheet=8; Site Visit=2)</td>
<td>30</td>
</tr>
<tr>
<td>Health and Community Assessment Paper</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 points</td>
</tr>
</tbody>
</table>

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,

While attendance is not required for class lectures, students should note that class participation counts towards 10 points of their final grade. Class participation will be assessed by attendance and active participation in classroom discussions, small group discussions, and interaction with our guest speakers (i.e. asking questions).

G. Grading

*Note: 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 and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments due by 11:59pm on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.
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 Canvas. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet or 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.

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.

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 and the syllabus

Second-Ask your question regarding the course materials through an e-mail to the professor or the “Course Q and A” 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.

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

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 and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss
I. Course Schedule

*All assignments are due at 11:59pm unless otherwise noted.

<table>
<thead>
<tr>
<th>Module</th>
<th>Class Date</th>
<th>Topic</th>
<th>Required Readings and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Introduction to the course; Syllabus overview</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/4</td>
<td>Understanding Health Disparities Health Care Access Issues</td>
<td>Gehlert &amp; Browne-Ch. 7 &amp; 9 Online Readings</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/11</td>
<td>Health Literacy and Health Communication Theories of Health Behavior</td>
<td>Gehlert &amp; Browne-Ch. 10 &amp; 6 Online Readings</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/18</td>
<td>Cultural Diversity Alternative/Complementary Health Practices *IPE at UNTHSC on 9/18</td>
<td>Gehlert &amp; Browne-Ch. 11 &amp; 12 Online Readings</td>
<td>KWL Chart (1st two columns) due 9/17</td>
</tr>
<tr>
<td>6</td>
<td>9/25</td>
<td>Physical and Mental Health Interactions: Assessment and Interventions *Class will meet from 7p until 9pm in B107 for QPR Training *IPE at UNTHSC on 9/25</td>
<td>Gehlert &amp; Browne-Ch. 8 Online Readings</td>
<td>KWL Chart-all columns completed due 9/29</td>
</tr>
<tr>
<td>7</td>
<td>10/2</td>
<td>Public Health and Social Work; Health Policy and Social Work</td>
<td>Gehlert &amp; Browne-Ch. 4 &amp; 5 Online Readings</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/9</td>
<td>Social Work with Families and Caregivers in Health Care Settings</td>
<td>Gehlert &amp; Browne-Ch. 13 Online Readings</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/16</td>
<td>Health Care Social Work Across the Life Span <em>Class will be held online</em></td>
<td>Gehlert &amp; Browne-Ch. 15 &amp; 16 Online Readings</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Extra Activity</td>
</tr>
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</tr>
</tbody>
</table>
| 10   | 10/23 | Oncology Social Work  
*Class will be held online* | Gehlert & Browne-Ch. 19 Online Readings | Assessment Paper Due 10/27 |
| 11   | 10/30 | Nephrology Social Work and Chronic Disease | Gehlert & Browne-Ch. 18 & 20 Online Readings |  |
| 12   | 11/6  | Ethics and Social Work in Health Care Settings; Social Work and Genetics  
*IPE at UNTHSC on 11/6* | Gehlert & Browne-Ch. 3 & 21 Online Readings | KWL Chart (1st two columns) due 11/5  
Agency Presentation due 11/10 at 11:59pm |
| 13   | 11/13 | Palliative Care; End of Life; Advance Directives  
Agency Presentations in class  
*IPE at UNTHSC on 11/13* | Gehlert & Brown-Ch. 22 & 23 Online Readings | KWL Chart-all columns completed due 11/17 |
| 14   | 11/20 | Agency Presentations in class |  |  |
| 15   | 12/4  | Agency Presentations in class  
Course Review |  | IPE Video due 12/1 |
| 16   |      | Finals Week-no class |  |  |

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.

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

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. 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. 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.