A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

B. Description of Course Content

Focuses on assessment and intervention with those evidencing acute and chronic mental health problems and disabilities. The course addresses the delivery of services to various populations (children, adolescents, and adults), service delivery systems (community mental health, managed behavioral health care), and a wide range of problems. Topics include well-being, ethics, case management, treatment planning, managed care, DSM, PIE, and substance abuse. Required of all DP students specializing in Mental Health. Co-requisite: SOCW 5311.

C. 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 Competency
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, 2, 5, 6, 7, and 8 it mainly focuses on 6, 7, and 8.

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

Advanced social workers in mental health/substance abuse use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship.

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

Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

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

Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

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


https://libguides.uta.edu/apa

And other journal articles and book chapters as assigned in class.

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


RECOMMENDED: Bentley, K. J., & Walsh, J. (2014). The social worker and psychotropic medication: Toward


F. Descriptions of Major Assignments and Examinations

NOTE: THIS COURSE NECESSITATES CONSIDERABLE READING AND WRITING

Major Assignments:

- Topical Reading Summary Paper or Case Study Response Papers:

In the mental/behavioral health field, clinical social workers assess, diagnose and treat mental/behavioral health issues, and assist with clients’ recovery through case management.

WRITE/SUBMIT: For Modules/Week 2 - 16, please write a 3 page, double spaced paper, i.e., the Topic Summary Paper or Case Study Response, related to the fifteen (15) different mental/behavioral health topics. APA (2019, 2020, 7th edition) will be required, including the relevance/implications for social work practice, along with attaching your Affirmation Verification Statement.

TOPIC/Week #1: Diagnosis and the Social Work Profession - Part 1 - Self introduction and Affirmation Verification Statement

TOPIC/Week #2: Diagnosis and the Social Work Profession - Part 2 and Biopsychosocial Risk and Resilience, and Strengths Assessment - Summarize this week’s Topic, include relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #3: Autism Spectrum Disorder - Analyze a Case Study, include its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #4: Attention Deficit Hyperactivity Disorder - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #5: Schizophrenia - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #6: Bipolar Disorder - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #7: Major Depressive Disorder - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #8: The Anxiety Disorders - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #9: Obsessive-Compulsive Disorder - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #10: Post Traumatic Stress Disorder - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

TOPIC/Week #11: Eating Disorders: Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorder -
Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

**TOPIC/Week #12: Oppositional Defiant Disorder and Conduct Disorder** - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

**TOPIC/Week #13: Substance-Related and Addictive Disorders** - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

**TOPIC/Week #14: Gender Dysphoria** - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

**TOPIC/Week #15: Alzheimer's Disorder** - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

**TOPIC/Week #16: Borderline Personality Disorder** - Analyze a Case Study and its relevance/implications for social work practice, and attach your Affirmation Verification Statement (Self-Proofreading)

Each paper will count toward a portion of your final grade. Each paper should include a logical presentation of information and evidence from the readings to demonstrate your learning, along with, the originality and clarity of your writing. Again, please follow the APA format for writing style, referencing, etc. The Topic Summary Paper will be worth 8 grading points. The Case Study Review grading papers will be worth 6 points each.

The Topic and Case Study papers address Student Learning Outcomes 1-4, and 6, especially Objectives 2, 4, and 5.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Introduction and attach your Affirmation Verification Statement</strong></td>
<td>8 grading points</td>
</tr>
<tr>
<td><strong>Topic Summary Papers and attach your Affirmation Verification Statements</strong></td>
<td>8 grading points</td>
</tr>
<tr>
<td>1 paper, worth 8 grading points</td>
<td></td>
</tr>
<tr>
<td><strong>Case Study Response Papers and attach your Affirmation Verification Statements</strong></td>
<td>84 grading points</td>
</tr>
<tr>
<td>14 papers, worth 6 grading points each</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 Total grading points</td>
</tr>
</tbody>
</table>

G. 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.
Information specific to modality and meeting times for this course are provided in the section below.

As the instructor of this section, please note that this is an 16 week online course, and it is important for future social work practitioners to be punctual in their participation and in meeting deadlines.

Class participation is expected, as evidenced by submitting assignments ON TIME. Student leaders are expected to complete all course assignments by the end of each week.

Furthermore, students are expected to turn in all required assignments on the due dates/times.

Late submission of assignments will incur a grade penalty, except in cases of extreme emergency/hardship (e.g., personal illness). These exceptions will then only be permitted by the permission of this Professor/Instructor, and will require written documentation of the emergency/hardship.

Assignments/Papers may lose 5 points each day that they are late, except in very extenuating circumstances.

**H. Grading**

Paper Grading Rubrics for ALL written assignments:

APA 2020, 7th edition style required (including headings, sub-headings, in-text citations and research references, etc.)

Correct page length, as specified, with all research references (i.e., textbook, etc.) cited.

**Please DO NOT cite Professor's/Instructor's PowerPoint presentations in references or in-text citations, as these are considered to be Course Materials**

Topical Summary and Case Study Response Papers => ensure In Depth content

Remember: "The grades that you get, are the grades that you earn! To get an "A", you have to earn an "A"!

Grading Scale:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>79 - 70</td>
<td>C</td>
</tr>
<tr>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

Please note that for social work students, you will not earn credit for this course if your final grade below a "C". You must earn a "C" or above for credit for this course. Also, social work students must maintain an overall "B" grade point average.

Students are expected to keep track of their performances throughout the semester and seek guidance from available sources (including this Professor/Instructor), if their performance drops below satisfactory levels. For further information, please see the "Student Support Services" section below.

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.

I. Make-Up Exams

All assignments in this course are ON LINE. Consequently, make-up assignments are discouraged.

Make-up assignments will be available only under situations of extreme emergency/hardship, and then only with the permission of this Professor/Instructor. Written documentation of the emergency/hardship will be required.

J. Course Schedule

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

THE FIRST DAY OF THIS COURSE: WEDNESDAY, 08/26/20 at 8:00 AM (CST).

LAST DAY OF THIS COURSE: TUESDAY, 12/08/20 at 11:59 PM (CST)

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topic</th>
<th>Required Readings and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TOPIC: Mental/Behavioral Health and the Social Work Profession</td>
<td>REVIEW: Two (2) PowerPoint presentations WRITE/SUBMIT on to the Discussion Board and also on to Canvas as a WORD document: Your One (1) paragraph Self-Introduction (including your Academic and Career Vision, Hometown, and Hobbies/Interests) and attach your your One (1) paragraph Affirmation Verification Statement (which will be provided by this Professor/Instructor)</td>
<td>Due on to Canvas on SATURDAY, 08/29/20 before 11:59 PM (CST) for 8 grading points</td>
</tr>
<tr>
<td>TOPIC: Diagnosis and the Social Work Profession  (Chapter 1) AND TOPIC: Biopsychosocial Risk and Resilience, and Strengths Assessment (Chapter 2)</td>
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</tbody>
</table>
| **READ:** Corcoran & Walsh, Chapter 1  
**READ:** Corcoran & Walsh, Chapter 2  
**REVIEW:** PowerPoint Presentations for Chapters 1 & 2  
**REVIEW COURSE MATERIALS/APA Style Formatting and Writing Resources:** Regarding the Publication Manual of the American Psychological Association (APA Manual, 2020, 7th ed.):  
  • The Publication Manual of the American Psychological Association (2020, 7th edition) is from the American Psychological Association.  
  • It is considered to be a “gold standard” for excellence in academic and professional writing. Please see:  
    https://apastyle.apa.org (Links to an external site.)  
  • It is used in the fields of psychology, social work, nursing, communications, education, business, and engineering, and other disciplines for the preparation of written manuscripts for publication, as well as, for writing student papers, dissertations and theses.  
  • The Publication Manual of the American Psychological Association is the only authoritative resource and the official guide to APA Style. It is the manual that is used at research universities and elsewhere. The APA Manual is the guide for which graduate level social work students and other researchers need to have keen familiarity.  
  • This is also found in the UTA Libraries APA Guide (based on the 7th edition) at https://libguides.uta.edu/apa (Links to an external site.)  
  • Also, please review the UTA/School of Social Work Writing Resources:  
    https://www.uta.edu/academics/colleges/social-work/writing-resources (Links to an external site.)  
    https://www.uta.edu/academics/colleges/social-work/writing-resources/writing-guide |
| **WRITE/SUBMIT as a WORD Document:**  
Your 3 content page topical reading summary paper with relevance and implications for social work practice included, and attach your Affirmation Verification Statement (Self-Proofreading), as WORD documents on to Canvas via Unicheck, for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).  
**Due on to Canvas/Unicheck on SATURDAY, 09/05/20 before 11:59 PM (CST) for 8 grading points**
|   | TOPIC: Autism Spectrum Disorder | READ: Corcoran & Walsh, Chapter 3  
|   | REVIEW: Power Point presentation  
|   | REVIEW: One (1) Case Study (that will be provided by this Professor/Instructor)  
|   | WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).  
|   | DUE on Canvas/Unicheck on SATURDAY, 09/12/20 before 11:59 PM (CST) for 6 grading points |
| 4 | TOPIC: Attention Deficit Hyperactivity Disorder | READ: Corcoran & Walsh, Chapter 4  
|   | REVIEW: PowerPoint presentation  
|   | REVIEW: One (1) Case Study (that will be provided by this Professor/Instructor)  
|   | WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).  
|   | DUE on Canvas/Unicheck on SATURDAY, 09/19/20 before 11:59 PM (CST) for 6 grading points |
| 5 | TOPIC: Schizophrenia | READ: Corcoran & Walsh, Chapter 5  
|   | REVIEW: PowerPoint presentation  
|   | REVIEW: One (1) Case Study (that will be provided by this Professor/Instructor)  
|   | WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).  
|   | DUE on Canvas/Unicheck on SATURDAY, 09/26/20 before 11:59 PM (CST) for 6 grading points |
| 6 | TOPIC: Bipolar Disorder | READ: Corcoran & Walsh, Chapter 6  
|   | REVIEW: PowerPoint presentation  
|   | REVIEW: One(1) Case Study (that will be provided by the Professor/Instructor)  
|   | WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).  
|   | DUE on Canvas/Unicheck On SATURDAY, 10/03/20 before 11:59 PM (CST) for 6 grading points |
| 7 | TOPIC: Major Depressive Disorder | READ: Corcoran & Walsh, Chapter 7  
    REVIEW: PowerPoint presentation  
    REVIEW: One (1) Case Study (that will be provided by this Professor/Instructor)  
    WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations). | DUE on Canvas/Unicheck on SATURDAY, 10/10/20 before 11:59 PM (CST) for 6 grading points |
|---|---|---|---|
| 8 | TOPIC: The Anxiety Disorders | READ: Corcoran & Walsh, Chapter 8  
    REVIEW: PowerPoint presentation  
    REVIEW: One (1) Case Study (that will be provided by this Professor/Instructor)  
    WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations). | DUE on Canvas/Unicheck on SATURDAY, 10/17/20 before 11:59 PM (CST) for 6 grading points |
| 9 | TOPIC: Obsessive-Compulsive Disorder | READ: Corcoran & Walsh, Chapter 9  
    REVIEW: PowerPoint presentation  
    REVIEW: One (1) Case Study (that will be provided by this Professor/Instructor)  
    WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations). | DUE on Canvas/Unicheck on SATURDAY, 10/24/20 before 11:59 PM (CST) for 6 grading points |
| 10 | TOPIC: Post Traumatic Stress Disorder | READ: Corcoran & Walsh, Chapter 10  
    REVIEW: PowerPoint presentation  
    REVIEW: One (1) Case Study (that will be provided by this Professor/Instructor)  
    WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations). | DUE on Canvas/Unicheck on SATURDAY, 10/31/20 before 11:59 PM (CST) for 6 grading points |
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Reading Material</th>
<th>Review Material</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC: Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder</strong></td>
<td>READ: Corcoran &amp; Walsh, Chapter 11</td>
<td>REVIEW: PowerPoint presentation</td>
<td>WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).</td>
</tr>
<tr>
<td><strong>TOPIC: Oppositional Defiant Disorder and Conduct Disorder</strong></td>
<td>READ: Corcoran &amp; Walsh, Chapter 12</td>
<td>REVIEW: PowerPoint presentation</td>
<td>WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).</td>
</tr>
<tr>
<td><strong>TOPIC: Substance-Related and Addictive Disorders</strong></td>
<td>READ: Corcoran &amp; Walsh, Chapter 13</td>
<td>REVIEW: PowerPoint presentation</td>
<td>WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).</td>
</tr>
<tr>
<td><strong>TOPIC: Gender Dysphoria</strong></td>
<td>READ: Corcoran &amp; Walsh, Chapter 14</td>
<td>REVIEW: PowerPoint presentation</td>
<td>WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).</td>
</tr>
</tbody>
</table>

**HOLIDAY WEEKEND**

11/26/20 - 11/28/20

**HOLIDAY WEEKEND**
| 15 | TOPIC: Alzheimer’s Disease  
DO: Submit Student Online Course Evaluation, for continuous quality improvement of course | READ: Corcoran & Walsh, Chapter 15  
REVIEW: PowerPoint presentation  
REVIEW: One (1) Case Study (that will be provided by this Professor/Instructor)  
WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).  
SUBMIT: Your Student Online Course Evaluation | DUE on to Canvas/Unicheck on SATURDAY, 12/05/20 before 11:59 PM (CST) for 6 grading points |
|---|---|---|---|
| 16 | TOPIC: Borderline Personality Disorder  
DO: Submit Student Online Course Evaluation, for continuous quality improvement of course | READ: Corcoran & Walsh, Chapter 16  
REVIEW: PowerPoint presentation  
WRITE/SUBMIT as a WORD Document: Your 3 content page Case Study Response paper and attach your Affirmation Verification Statement (Self-Proofreading) on Canvas for 6 grading points. APA formatting will be required with cover page, page numbering, main headings, in-text citations, reference page (DO NOT include the PowerPoint presentation on reference page or in-text citations).  
SUBMIT: Your Student Online Course Evaluation, for continuous quality improvement, DUE before TUESDAY, 12/08/20 before 11:59 PM (CST) | **SPECIAL DUE DATE on to Canvas/Unicheck on TUESDAY, 12/08/20 before 11:59 PM (CST) for 6 grading points |

THE FIRST DAY OF THIS COURSE: WEDNESDAY, 08/26/20 at 8:00 AM (CST).

LAST DAY OF THIS COURSE: TUESDAY, 12/08/20 at 11:59 PM (CST)

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.

K. 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.

L. Grade Grievances


M. 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](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.

N. 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

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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://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](http://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](http://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/](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/).

**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](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.