# Direct Practice in Mental Health

**Semester/Year:** Fall 2020  
**Course Title:** Direct Practice in Mental Health  
**Course Prefix/Number/Section:** SOCW 5352 (formerly SOCW 6336)-011  
**Instructor Name:** De'An Roper, PhD, LCSW-S  
**Faculty Position:** Assistant Professor in Practice  
**Faculty Profile:** N/A  
**Office Number:** Bldg B #130  
**Phone Number:** 214-676-7920  
**Email Address:** dean.roper@uta.edu  
**Office Hours:** By appointment  
**Day and Time of Class (if applicable):** Hybrid-2 Mon 7-9:50/Synchronous online and meet on campus  
**Location:** Science Hall Room 100  
**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/](https://elearn.uta.edu); **Canvas:** [https://uta.instructure.com/](https://uta.instructure.com/)

## 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**


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

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

**A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required.**

**DSM-5**


The DSM-5 is not a required textbook there is limited availability in the UTA library (see link above).
additionally most chapters are available separately as electronic sources in the UTA library. Also, there are many online resources for identifying and learning about psychiatric diagnoses.

Not required but you may find extremely helpful to your learning and practice:


F. Descriptions of Major Assignments and Examinations

Case Study/Breakout Groups- (60 points)
In clinical settings we usually work as part of a team. It is imperative to learn to discuss case information with peers. For this reason, we will discuss and apply concepts to each of the case study’s presented in the textbook.

During live virtual lectures on Monday evenings from 7-9:50 I will provide a brief lecture and then you will break into virtual groups and discuss the textbook case study located in the back of the chapter. You will discuss diagnosis, assessment, risk and resiliencies, critical theory and other concepts, each breakout group will then rejoin the large group and present the cases. You will earn 10 points for this activity. **If for some reason you cannot attend the live virtual online class you can turn in a written case discussion within 5 days of missing the live virtual online class discussion.** (Student Learning Outcomes 1-4, and 6; Competencies: 6, 7, 8)

Exams (20 points)
There will be two exams. The first will occur at the end of Module 3 and it will cover the materials found in Modules 1-3 including ethics. The last exam will cover the different diagnoses’ discussed throughout the course. The exams address Student Learning Outcomes 1-4, and 6. (Competencies: 6, 7, 8)

Case Formulations Papers (20 points)
Case formulations are a more in depth type of case study. It is a conceptualization of the client and describes the contextual environment that shaped how they came to be who they are as they present to you. It is the application of theory to the biopsychosocial assessment. This is where we strive to uncover the whole picture, as many aspects as possible of the client. This detail conceptualization is rich in detail and enhances the treatment plan process with the client. It all comes together here!

This is an opportunity to learn how to apply theory to a case history and then develop a plan to help clients achieve their goals with the best evidence available to us. This assignment will also help you when it comes to your integrated paper at the end of your program!

The textbook details at least one case study at the end of the chapter (sometimes two cases). Your case formulations will be based on the case study found at the end of the chapter. You will apply the 4P factor Matrix model of case formulation based on the corresponding assignment to diagnosis in the tables listed below.

You will not get credit for the paper if you choose the case study at the beginning of the chapter. (Student Learning Outcomes 1-4, and 6; Competencies: 6, 7, 8)
Case Formulation #2 (10 points)

Anxiety Disorders - Chapter 8
Major Depressive disorder - Chapter 7
PTSD - Chapter 10
OCD - Chapter 9
Bipolar disorder - Chapter 6
Schizophrenia & other Psychotic Disorders- Chapter 5

SEMESTER ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study's 10 points each × 6</td>
<td>60</td>
</tr>
<tr>
<td>Exam I: Modules 1-3</td>
<td>10</td>
</tr>
<tr>
<td>Exam II: Diagnosis covered in course materials</td>
<td>10</td>
</tr>
<tr>
<td>Case Formulation 1</td>
<td>10</td>
</tr>
<tr>
<td>Case Formulation 2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></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.
We will alternate between meeting face to face on campus in Science Hall rm 100 Monday's from 7-9:50 and the alternate week we will meet at the SAME TIME virtually using an electronic platform.

Our first and second meeting will be using CANVAS Conferences on August 31, 2020.

After our first two virtual online class I believe we will be using Teams for the remaining virtual lectures. You will be notified via announcement/email which platform will be utilized for each module- I am unsure which will work best for this class, but we will settle on one in the first few weeks. Just be sure to keep up with your emails/announcements from this class. Students are expected to attend both face to face and online sessions and to participate. If you have trouble with CANVAS or TEAMS or do not know how to access conferences please seek assistance through this page Student Canvas Resources

This may or may not be your first synchronous/hybrid course. My goal is to make this as easily accessible as possible to everyone. Please know that I expect you to participate in class discussions by reflecting on materials presented, reading ahead of time, participating in polls during the lecture and asking questions using the chat buttons and or asking via voice microphone. There may be classes when I ask you to please turn on your webcams, so please be aware and comply.

Please understand that I teach better when you participate!

In the same way in which we work with clients, we use similar skills when teaching. These skills are usually those of interpreting and assessing how accurate and effective the communication has been through non-verbal cues and behaviors. However in today's COVID environment that is much harder to do via technology. It is difficult to teach without interaction from students. I do understand that you may be distracted from time to time but I strongly suggest that you use all your skills and tools to attend to the information presented and the best way to do that is to participate! I will be passing along vital information during the lectures, these tips will help you be a better clinician. I do understand online learning is different and everyone has different attention spans and rates at which they tire of the use of technology right now. I encourage you to read the BBC article (2020) titled “The reason Zoom calls drain you”. Here is the link to the article BBC Link


Hybrid Class FAQ and FYI

As we continue with our lives and the business of doing what we need to do, it is my opinion that we are learning a new cultural lesson of community and shared responsibility of community. We are all in this together! If you think about it, this fits with our social justice values as social workers. We have a professional responsibility to ourselves and to our community as social workers.

What does this responsibility look like? It means we protect ourselves, we protect our family, and we protect our community. How do we do this? Just like any social work intervention we use the best evidence available along with our practice wisdom. Practice wisdom is not intuition, it is based our experiences between the gap of theory and practice (Samson, 2015). Practice wisdom is also based on the experiences of others and the social context of the environment.

Community accountability means we wear face masks, we use social distancing while on campus, we check ourselves everyday for illness symptoms and we let people know if we have been exposed or have worrisome symptoms. Most importantly, community responsibility also means we report when we have knowledge of exposure or close contact with someone who is ill.

My responsibility to you:
To keep us all safe I will employ a seating chart when we are in the classroom. This allows me to know who is sitting at what location should you become ill. You would want to know this information if the situation were reversed.

I will keep the door open until class starts and then close it. Once class has been completed I will open the door and prop it open so that you can minimize touching the door handle.

I will keep my social distance from you. Depending on the classroom size, I may employ an interactive app to allow for questions if it is hard to hear in the room.

I will be available for appropriate contact with you about any concerns you may have, I will also provide you with referrals to services or administrative resources where you can find answers to your questions.

I will practice all safety precautions against exposure and follow the UTA campus guidelines, which includes enforcing protocols among students.

If a student comes to class that appears ill, I will excuse you from class and encourage you to isolate at home and refer you to uta.edu/coronavirus for next steps

**Your responsibility to self and to community:**

- Do not come to class if you are sick or have symptoms
- Comply with seating assignments
- Wear masks, covering our nose and mouth
- Wash hands frequently
- Don’t touch your face
- Please enter the room and use the Wipes to clean your space.
- Those closest to the exit leave first while maintaining 6’ distancing
- Upon entering the classroom select a designated seat that 1) is farthest from the room’s entrance and 2) has a centermost location (like a movie theater) so incoming students don’t have to walk around other students to fill the remaining center seats.

**UTA is providing testing for students. You can contact UTA Health Services with concerns during office hours at 817-272-2771. [Student Health Services Link](#)**

**UTA students, faculty and staff who test positive or come into contact with someone who has tested positive for COVID-19 should file a report using the Close Contact or Personal Diagnosis form. The University will coordinate contact tracing with local health authorities and the Texas Department of State Health Services. Use this link: [Report Close Contact/Personal Diagnosis Form](#)**

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**H. Grading**

**Suggestions for earning a higher grade:**

The course materials, assigned readings, powerpoints, and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

Additionally, you will find the grading rubrics that will be used to assess your major assignments on Canvas. This will help guide your work and understand your professor’s expectations. It is recommended that you
check the rubric before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, and/or UTA’s English Writing Center.

**Recommendations:**

Check Canvas at least twice a week to read the announcements, complete/submit assignments, communicate with your group, monitor your threads and review course materials posted by the instructor. Complete your readings. Take notes, watch videos as many times as needed to digest the material presented. Complete the assignments as indicated on the syllabus and in Canvas calendar. These are designated in the course outline in this document and outside resources will be available in Canvas.

Assignments will be submitted via Canvas by 11:59 PM (midnight) on the due date. Assignment links will be available in the “Assignments” tab and DB in the Discussions table in the main menu on Canvas.

**NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL.**

Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor Dean.Roper@UTA.edu or the post in your group or post on the "Ask the Instructor" tab on Canvas.

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

An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes.

Your papers and posts should be professional in tone and style. References should be used with APA formatting where appropriate. Be sure to read the directions for each assignment and follow those directions.

90-100 points = A
89-80 points = B
79-70 points = C
69-60 points = D
590 or below = F

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**

You must take the two exams on time, and turn in assignments on time. The assignment and exams are late after midnight on the due date.

All quizzes, discussion boards and assignments will be completed and/or turned in via Canvas, **do not email them to me.**

Make-up quizzes and late assignments are only provided when appropriate significant/legitimate
documentation of emergent circumstances is provided within a timely manner of the missed exam/assignment due date. This is left up to the discretion of the professor based on individual circumstances and documentation.

If you miss an online virtual class you are responsible for completing the case study which is posted in canvas and turning it in within 5 days of missing the class. If the class is on Monday the assignment is due Friday at midnight.

J. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Module Topic</th>
<th>Required Readings</th>
<th>Assignments with Due Dates</th>
</tr>
</thead>
</table>
| 1      | Monday August 31, 2020 | MEET FACE 2 FACE Science Hall rm 100 | **Read:**
2. SAMHSA’s WORKING DEFINITION OF RECOVERY [Link to Document]
4. The Sequential Intercept Model Decriminalizing Mental Illness [Link to Video]

**Watch:**
Mental Illness in Stressful Times – An Asian American Family’s Story [Link to Video]

| Attend Class on Campus
This module objective is assessed in the **first exam** on Saturday **September 19, 2020** |
The DSM, Tools for Psychiatric Assessments, & Increasing your knowledge of Assessment / Biopsychosocial Conceptual Framework

Read and Watch:
• Chapter 1 and DSM Video
• Reading #2

WATCH OR LISTEN
#1
• #1 Mental Health and Mental Illness Fundamentals Part 1 | Counselor Toolbox 284 Link to Video OR
  Listen to the same lecture as a podcast Mental Health and Mental Illness Fundamentals Part 1 on a podcast (podcast # 284) search by title at PODCAST Link

WATCH OR LISTEN
#2
• #2 Mental Health and Mental Illness Fundamentals Part 2 Link to Video #2 |OR
  Listen to the same lecture on a podcast (Podcast #287) Mental Health and Mental Illness Fundamentals Part 2 on a podcast. search by title at Link to Podcast #2

Read Case Formulation:

Complete Module Materials posted in Canvas
This module objective is assessed in the first exam on Saturday September 19, 2020
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
</table>
| 3   | Monday Sep 14, 2020 | **MEET FACE 2 FACE**
Science Hall rm 100

Social Work professional ethics and Texas Legal Issues

**Read #1**
2. Duty to Warn, Duty to Protect, The New Social Worker Magazine - [SW Duty to Warn Link to article](#)

Attend Class on Campus

**EXAM 1 due Saturday September 19, 2020**

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| 4   | Monday Sep 21, 2020 | **ONLINE**

Anxiety Disorders / OCD

**Read Textbook:** Chapters 8 & 9

**Watch:** Anxiety, OCD, PTSD, and related psychiatric disorders, [Link to video](#)

Case Study in virtual class grp work *If Absent written assignment due Sep 25,2020*

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| 5   | Monday Sep 28, 2020 | **MEET FACE 2 FACE**
Science Hall rm 100

Mood Disorders MDD, Bipolar

**Read Textbook:** Chapters 6 & 7

**Watch:** Video - Mood disorders (depression, mania/bipolar, everything in between) [Mood Disorders Video](#)

Attend Class on Campus

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| 6   | Monday Oct 5, 2020 | **ONLINE**

Disordered Eating

**Read Textbook:** Chapter 11

**Watch:** Video Eating disorders (anorexia, bulimia, and binge-eating disorder) [Link to Video on Eating Disorders](#)

Case Study in virtual class grp work *If Absent written assignment due Oct 9, 2020*

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| 7   | Monday Oct 12, 2020 | **MEET FACE 2 FACE**
Science Hall rm 100

Schizophrenia & other Psychotic Disorders

**Read Textbook:** Chapter 5

**Watch:** Psychotic Disorders Video [Link to Video On Psychotic Disorders](#)

Attend Class on Campus

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| 8   | Monday Oct 19, 2020 | **ONLINE**

Oppositional defiant Disorder and Conduct Disorders

**Read Textbook:** Chapter 12

**Watch:** Video Oppositional Defiant Disorder [Link to Video](#)

Case Study in virtual class grp work *If Absent written assignment due Oct 23, 2020*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Read Textbook:</th>
<th>Case Formulation Paper #1 Due October 30, 2020</th>
<th>Case Formulation Paper #2 Due Dec 7, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Monday Oct 26, 2020</td>
<td>Monday Oct 26, 2020 Meet Face 2 Face Science Hall rm 100</td>
<td>Substance Abuse &amp; COPS D</td>
<td>Read Textbook: Chapter 13</td>
<td>Attend Class on Campus</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Case Study in virtual class grp work *If Absent written assignment due Nov 13, 2020</td>
<td>Case Study in virtual class grp work *If Absent written assignment due Nov 20, 2020</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attend Class on Campus</td>
<td>Attend Class on Campus</td>
</tr>
<tr>
<td>11</td>
<td>Monday Nov 9, 2020</td>
<td>Monday Nov 9, 2020 Meet Face 2 Face Science Hall rm 100</td>
<td>Borderline Personality and Other Personality Disorders</td>
<td>Read Textbook: Chapter 16 Watch: Personality disorders by clusters Link To video</td>
<td>Case Study in virtual class grp work *If Absent written assignment due Nov 20, 2020</td>
</tr>
<tr>
<td>12</td>
<td>Monday Nov 16, 2020</td>
<td>Monday Nov 16, 2020 Online</td>
<td>Autism Spectrum Disorder</td>
<td>Read Textbook: Chapter 4 Watch: Video Understanding the Autism Spectrum Link to Video</td>
<td>Attend Class on Campus</td>
</tr>
<tr>
<td>13</td>
<td>Monday Nov 23, 2020</td>
<td>Monday Nov 23, 2020 Meet Face 2 Face Science Hall rm 100</td>
<td>Alzheimer's Disease &amp; Dementia Disorders</td>
<td>Read Textbook: Chapter 15 Watch: Video Mental Health and Older Adults Link to Video</td>
<td>Case Study in virtual class grp work *If Absent written assignment due Dec 4, 2020</td>
</tr>
<tr>
<td>14</td>
<td>Monday Nov 30, 2020</td>
<td>Monday Nov 30, 2020 Online</td>
<td>PTSD</td>
<td>Read Textbook: Chapter 10 Watch: Anxiety, OCD, PTSD, and related psychiatric disorders, Link to video</td>
<td>Attend Class on Campus</td>
</tr>
</tbody>
</table>

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.

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. 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.
P. 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/).

Q. 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](http://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.

R. 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).

S. 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

T. 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/

U. 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.

V. 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/.

W. 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.

X. 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.