Semester/Year: Fall 2020  
Course Title: Treatment of Children and Adolescents  
Course Prefix/Number/Section: SOCW 5358 (formerly SOCW 6344)-004/003/005/006  
Instructor Name: Diana Padilla, PhD, LMSW  
Faculty Position: Assistant Professor  
Faculty Profile: N/A  
Office Number: Building A 208  
Phone Number: 787-403-8166  
Email Address: diana.padilla@uta.edu  
Office Hours: By appointment (via phone, Microsoft Teams or Zoom)  
Day and Time of Class (if applicable): Online  
Location: Online  

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  
Overview of the literature which describes physical, psychological, and cultural characteristics unique to childhood and adolescence. Attention then turned to treatment principles, and the specification of procedures for the amelioration of problems common to children and adolescents. Co-requisite: SOCW 5311.

C. Student Learning Outcomes  
The Council of 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

Specifically, while the course addresses all competencies, 1 through 9, it mainly focuses on Competencies 4, 7, 8, and 9.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Advanced social workers in mental health/substance abuse use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.

Advanced social workers in mental health/substance abuse develop effective models, programs, policies and interventions and assess their effectiveness.

Advanced social workers in mental health/substance abuse use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.

**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.

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

Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.

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

E. Additional Recommended Textbooks and Other Course Materials


REFERENCE TEXTS:


F. Descriptions of Major Assignments and Examinations

Below is a brief description of the assignments and examinations for this course. For a full description, instructions, and a rubric of each assignment and examination, please visit our course site Canvas.

Assignments:

1. **Discussion board posts.** Students will have to respond a discussion board question(s) for a series of modules. The question(s) will be related to assigned readings and/or videos watched. There will be a total of 12 discussion board post assignments. **Points:** 2 each post. **DUE DATES:** #1 Sept. 2, #2 Sept. 9; #3 Sept. 16, #4 Sept. 23, #5 Sept. 30, #6 Oct. 7, #7 Oct. 14, #8 Oct. 21, #9 Oct. 28, #10 Nov. 4, #11 Nov. 11, #12, Nov. 18

2. **Brain and Psychosocial Development assignment:** Students will have to explain what are the expected brain development during childhood and adolescence, as well as explain development characteristics and milestones of childhood and adolescence. **2 points. DUE DATE:** Sept. 9

3. **Screening tools group assignment:** In groups, students will have to identify, describe, and assess an evidence-based screening tool for diverse disorders in children and adolescents. **5 points each. DUE DATES:** Module 3 Sept. 16, Module 5 Sept. 30, Module 7 Oct. 14, Module 9 Oct. 28, Module 9 Nov. 11

4. **Video and Reading Analysis Part 1:** Students will identify signs, symptoms, and causes of schizophrenia in children and adolescents. They will also identify, describe, and assess evidence-based screening tools for schizophrenia in children and adolescents. **10 points. DUE DATE: November 24**

5. **Video and Reading Analysis Part 2:** Students will compare, contrast, and apply various pharmacological and psychosocial treatment alternatives for schizophrenia in children and adolescents. **9 points. DUE DATE: Dec. 2**

6. **Group Assignment: Assessment, Screening, and Treatment Substance Use Disorders.** Student will explain signs, symptoms, and causes of schizophrenia in children or adolescents. They will also identify, describe, and assess evidence-based screening tools for schizophrenia in children or adolescents. Finally
they will compare, contrast, and apply various pharmacological and psychosocial treatment alternatives. **10 points. DUE DATE: Dec. 8**

### Examinations

1. **Mid Term Case Conceptualization Paper** (**DUE Oct. 21**). Students will provide a well thought out case conceptualization of a child and an adolescent. You will select a case of a child and a case of an adolescent. Cases of each and a set of questions will be available in Canvas. **Points: 20**

   All assignments will be posted online. Hard copies will not be accepted. All assignments, except the discussion board posts, should be typed in a Word document, double-spaced, following A.P.A. bibliographic style (however, the reference list/bibliography may be single spaced), use at least a 12 point font, and have at least 1 inch left and right, top and bottom margins. Graduate-level grammar, syntax, and spelling are expected for all submissions. Some students may find it helpful to receive assistance from the library or from the School’s Writing Resources Office [https://www.uta.edu/ssw/student-resources/writing-resources/index.php](https://www.uta.edu/ssw/student-resources/writing-resources/index.php). In addition, the instructor is available to answer any questions.

### 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.

I will not be establishing course-specific policies on attendance. Attendance is required to perform well in this course. Since there are weekly quizzes, students are expected to be reading more or less on a weekly basis course materials. Students are expected to make readings and submit assignments and examinations on time. Please keep in mind, that students with poor attendance and who are not well engaged in with the course, will sometimes get a lower grade at the end of the semester.

### H. Grading

Grading is conceptualized as the process of evaluating the extent and quality with which each student is able to demonstrate mastery of course outcomes. Student performance and achievement will be determined by a combination of (1) discussion board posts, (2) reading and video analyses, (3) screening tools group assignments, (4) mid-term examination, (5) Assessment, Screening, and Treatment Substance Use Disorder group assignment, and (6) any other short assignment. It is important that students attend, participate, and complete all assignments for this course in order to receive a passing grade.

All assignments combined are worth 100 points, and they are split as follows:

1. Discussion Board Posts: 24 points (12 posts at 2 points each)
2. Screening Tools Group Assignments: 25 points (5 assignments at 5 points each)
3. Reading and Video Analyses: 19 points (2 assignments at 10 point Part 1, 9 points part 2)
4. Brain and Psychosocial Development Assignment: 2 points
5. Group Assignment: Assessment, Screening, and Treatment Substance Use Disorders: 10 points
6. Mid-Term Examination: 20 points

The grades are tabulated using the following letter grade scale:

A= 100-90
B= 80-89.9
C= 70-79.9
D= 60-69.9
F= 60 or 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

The professor understands there may be life circumstances which will force students to submit a late assignment or examination. Considering the current public health challenges, the professor will be flexible with submissions of assignments and examinations to the extent possible. It is important that a student who will be submitting a late assignment or examination contacts the professor to discuss the specific circumstance leading to the late submission and agree on a new date to submit the assignment or examination. Students are expected to contact the professor prior to the assignment or examination due date and time. Students that notify the professor on the due date of the assignment or examination will lose 1 point for each late day.

The Professor will not follow up with any student regarding the submission of work. Each student is responsible to contact the professor. The professor is a very understanding and compassionate human being, and encourages students to be in communication with her, if you they experiencing problems that will impact performance.

J. Course Schedule

Module 1

Topic: Course Overview

Overview of the prevalence of mental illness in children and adolescents in the U.S. Attention will then be paid to learning how to use the DSM-5 for assessment, diagnosis and treatment from a cultural sensitivity perspective. Various evidence-based ecological, strengths-focused, and family-centered models will be examined in relation to their usefulness in assessing, diagnosing and treating children and adolescents.

1. Read: Painter & Scannapieco textbook chapters 1 & 2; DSM-5 Sections I and III (Section III only Cultural Formulation)
2. Review: Power Point slides
3. Watch: Professor's Module 1 Overview, Objectives and Key Points; The Kids are Alright; DSM-5; Culture,
DSM-5 and How it will Impact your Work
4. Listen: Podcast
5. Complete: Discussion Board Post #1

Module 2

Topic: Mental Health, trauma, and the brain

Students will further expand their knowledge on mental illness by learning about major neurological and developmental milestones and characteristics and how failing to meet expected milestones relates to mental health illnesses in children and adolescents. Knowledge of neurological and development aspects is necessary as assessment tools, diagnosis and treatment varies according to the neurodevelopment stage each child and adolescent is in. Students will learn how to frame neurological and developmental aspects from ecological, strengths-focused, and family-centered models.

1. Read: Painter & Scannapieco textbook chapter 3; Part V Johnson
2. Review: Power Point slides
3. Watch: Professor's Module 2 Overview, Objectives and Key Points; Disney Pixar and Erick Erickson’s Eight Stages of Development
4. Complete: Discussion Board #2

Module 3

Topic: Depressive Disorders

Overview of the prevalence of depression in the U.S. for children and adolescents. Attention will then be paid to identifying signs, symptoms and causes of depression in order to develop a diagnosis. Self-harming behaviors, common in depressive disorders, will be examined, as well as associated risk and protective factors. Screening tools for depression and self-harming behaviors, including suicidality will also be discussed.

2. Review: Power Point slides
3. Watch: Professor's Module 3 Overview, Objectives and Key Points; The Truth AboutTeen Depression; Teen Depression
4. Complete: Discussion Board Post #3

Module 4

Topic: Treatment of Depressive Disorders

This module focuses on evidence-based treatments of depression in children and adolescents. Treatments discussed will both include pharmacological and psychosocial.

1. Read: Painter & Scannapieco textbook chapter 5
2. Review: Power Point slides
3. Watch: Professor's Module 4 Overview, Objectives and Key Points; Teen Depression and Basics of CBT Therapy with Kids; Teen Depression and Interpersonal Psychotherapy
4. Complete: Discussion Board Post #4

Module 5

Topic: Anxious Disorders

Overview of the prevalence of Anxiety Disorders and PTSD in the U.S. for children and adolescents. Attention
will then be paid to identifying signs, symptoms and causes of Anxiety Disorders and PTSD in order to develop a diagnosis. Screening tools for Anxiety Disorders and PTSD will also be discussed.

1. **Read:** Painter & Scannapieco textbook chapters 6; DSM-5 Section II Chapters on Anxiety Disorders and Trauma and Stressor-Related Disorders (only Read PTSD)
2. **Review:** Power Point slides
3. **Watch:** Professor's Module 5 Overview, Objectives and Key Points; Breaking the Silence about Childhood Trauma
4. **Complete:** Discussion Board Post #5

**Module 6**

**Topic: Treatment of Anxious Disorders**

This module focuses on evidence-based treatments of anxiety disorders and PTSD in children and adolescents. Treatments discussed will both include pharmacological and psychosocial.

1. **Read:** Painter & Scannapieco textbook chapter 7
2. **Review:** Power Point slides
3. **Watch:** Professor's Module 6 Overview, Objectives and Key Points; Trauma & Play Therapy: Holding Hard Stories; Cognitive Behavioral Therapy for Childhood Anxiety Disorders; Treatment of Children with OCD
4. **Complete:** Discussion Board Post #6

**Module 7**

**Topic: Attention Deficit Disorder**

Overview of the prevalence of ADHD in the U.S. for children and adolescents. Attention will then be paid to identifying signs, symptoms, and causes of ADHD in order to develop a diagnosis. Screening tools for ADHD will also be discussed.

1. **Read:** Painter & Scannapieco textbook chapters 8; DSM-5 Section II Chapters on Neurodevelopmental Disorders (only Read ADHD)
2. **Review:** Power Point slides
3. **Watch:** Professor's Module 7 Overview, Objectives and Key Points; Failing at Normal
4. **Complete:** Discussion Board Post #7

**Module 8**

**Topic: Treatment of Attention Deficit Disorder**

This module focuses on evidence-based treatments of ADHD in children and adolescents. Treatments discussed will both include pharmacological and psychosocial.

1. **Read:** Painter & Scannapieco textbook chapter 9
2. **Review:** Power Point slides
3. **Watch:** Professor's Module 8 Overview, Objectives and Key Points
4. **Complete:** Discussion Board Post #8 and Midterm Assignment

**Module 9**

**Topic: Conduct Disorder and Oppositional Defiant Disorder**

Overview of the prevalence of Conduct Disorder (CD) and Oppositional Defiant Disorder (ODD) in the U.S. for children and adolescents. Attention will then be paid to identifying signs, symptoms, and causes of CD and ODD in order to develop a diagnosis. Screening tools for CD and ODD will also be discussed.
1. **Read:** Painter & Scannapieco textbook chapters 10; DSM-5 Section II Chapters on Disruptive, Impulse-Control, and Conduct Disorders (only Read Conduct Disorder and Oppositional Defiant Disorder)

2. **Review:** Power Point slides

3. **Watch:** Professor's Module 7 Overview, Objectives and Key Points; The Neuropsychology of Conduct Disorder in Children

4. **Complete:** Discussion Board Post #9

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**Module 10**

**Topic: Treatment of Conduct Disorder and Oppositional Defiant Disorder**

This module focuses on evidence-based treatments of Conduct Disorder and Oppositional Defiant Disorder in children and adolescents. Treatments discussed will only be psychosocial.

1. **Read:** Painter & Scannapieco textbook chapter 11

2. **Review:** Power Point slides

3. **Watch:** Professor's Module 10 Overview, Objectives and Key Points; Evidence-based treatment planning for disruptive children and adolescent behavior

4. **Complete:** Discussion Board Post #10

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**Module 11**

**Topic: Bipolar Disorder and Disruptive Mood Dysregulation Disorder**

Overview of the prevalence of Bipolar Disorder and Disruptive Mood Dysregulation Disorder (DMDD) in the U.S. for children and adolescents. Attention will then be paid to identifying signs, symptoms and causes of Bipolar Disorder and DMDD in order to develop a diagnosis. Emphasis will be placed on differentiating between different manifestations of Bipolar Disorder. Screening tools for Bipolar Disorder and DMDD will also be discussed.

1. **Read:** Painter & Scannapieco textbook chapters 12; DSM-5 Section II Chapter on Bipolar Disorders and Chapter on Depressive Disorders (ONLY read Disruptive Mood Dysregulation Disorder)

2. **Review:** Power Point slides

3. **Watch:** Professor's Module 11 Overview, Objectives and Key Points; What is Bipolar Disorder and No Letting Go: Explanation DMDD

4. **Complete:** Discussion Board Post #11

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**Module 12**

**Topic: Treatment of Bipolar Disorder and Disruptive Mood Dysregulation Disorder**

This module focuses on evidence-based treatments of Bipolar Disorder and DMDD in children and adolescents. Treatments discussed will both include pharmacological and psychosocial.

1. **Read:** Painter & Scannapieco textbook chapter 13; Mental Imagery as an Emotional Amplifier Application to Bipolar Disorder

2. **Review:** Power Point slides

3. **Watch:** Professor's Module 12 Overview, Objectives and Key Points

4. **Complete:** Discussion Board Post #12

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**Module 13**

**Topic: Schizophrenia**
Overview of the prevalence of schizophrenia in the U.S. for children and adolescents. Attention will then be paid to identifying signs, symptoms and causes of schizophrenia in order to develop a diagnosis. Screening tools for schizophrenia, will also be discussed.

1. **Read**: Painter & Scannapieco textbook chapters 14; DSM-5 Section II Chapter on Schizophrenia Related Disorders; Early Onset Schizophrenia and School of Social Work; Psychotic Disorders in Children and Adolescents: A Primer on Contemporary Evaluation and Management
2. **Review**: Power Point slides
3. **Watch**: Professor's Module 13 Overview, Objectives and Key Points; Keeping kids healthy: Childhood onset schizophrenia; Leslie: A portrait of schizophrenia; Adolescent Onset Schizophrenia
4. **Complete**: Analysis of Readings and Videos Part 1

**Module 14**

**Topic: Treatment of Schizophrenia**

This module focuses on evidence-based treatments of schizophrenia in children and adolescents. Treatments discussed will both include pharmacological and psychosocial.

1. **Read**: Painter & Scannapieco textbook chapter 15
2. **Review**: PowerPoint slides
3. **Watch**: Professor's Module 14 Overview, Objectives and Key Points
4. **Complete**: Reading and Video Analysis Part 2

**Module 15**

**Topic: Substance abuse and co-occurrence with other mental health issues**

1. **Read**: Painter & Scannapieco textbook chapter 16; DSM-5 Section II Chapter on Substance-Related Addictive Disorders
2. **Review**: PowerPoint slides
3. **Watch**: Professor's Module 15 Overview, Objectives and Key Points; Relationship Series: Multidimensional Family Therapy; Adolescent Substance Use, Addiction, and Treatment
4. **Complete**: Group Assignment Assessment, Screening, and Treatment of Substance Use Disorders

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

**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.

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.