A. Description of Course Content

The impact of specific crises on individuals and families will be examined. Typical crises will include life-threatening illness, trauma, physical and mental disability, and death. Assessment and evaluation of an individual’s coping ability and appropriate strategies for social work interventions will be studied. Co-requisite: SOCW 5311.

B. 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, 8, and 9.

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</td>
<td>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>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.</td>
<td>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.</td>
</tr>
<tr>
<td>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations</td>
<td>Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness.</td>
<td>Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings.</td>
</tr>
<tr>
<td></td>
<td>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
<td>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
<td>Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
Promote older adults’ social support systems and engagement in families, groups, and communities.

Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.

Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.

Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Develop intervention plans to accomplish systemic change that is sustainable.

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.

Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.

Deliver appropriate culturally relevant health specialty services, using inter-professional collaboration, through interaction of cultural systems between the identity of the social worker, client systems, setting, and immediate community, and practice competently with individuals, families and small groups.

| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |
|---|---|---|---|
| **Aging** | **Children & Families** | **Mental Health & Substance Abuse** | **Health** |
| Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers. | Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families. | 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. | Integrate sources of knowledge—including but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends—within evaluation processes. |
| Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society. | | | Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities. |
C. Required Textbooks and Other Course Materials

REQUIRED:


REVIEW:

Additional readings and content (e.g., PowerPoint presentations, etc.), as posted online, or will be forwarded by email.

**In the UTA Libraries, locate the American Psychiatric Association (APA) Publishing Guide (Based on the 7th Edition) https://libguides.uta.edu/apa

D. Additional Recommended Textbooks and Other Course Materials

RECOMMENDED (Optional, not required):


E. Descriptions of Major Assignments and Examinations

Course Requirements: THIS COURSE REQUIRES CONSIDERABLE READING AND WRITING!!

NOTE: This syllabus is your learning agreement, and should be followed. Continuing this course after the distribution and review of the syllabus constitutes informed consent to participate in this course, per syllabus criteria. In addition to the assignments listed below, each student is expected to read 100% of the assigned reading material and to come back to each class prepared to write about the course materials, as requested.

This professor/instructor retains the right to change course requirements and evaluation of the learning criteria, as needed, so long as the course learning objectives are maintained. Course assignments, delivery and communication methods may change if technological problems arise.

As an advanced practice social worker, there is a body of knowledge and a range of skills that you are expected to have, in order to engage in responsible and effective social work practice. The following assignments are intended to help you to continue to develop this knowledge base and skill development. These assignments should be approached professionally and seriously. All assignments must be completed to be eligible to receive a passing grade. These assignments will be offered as **ON LINE assignments**, as indicated, in the syllabus.

Expectations for Out-of-Class Study: Beyond the time required to complete each module, students enrolled in this course should expect to spend at least an additional three (3) 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 reviewing modules, online content, etc.

**MAJOR WRITING ASSIGNMENTS:**

**SECTION A:**

**SELF-INTRODUCTION (Module 1) on to Canvas - Name, Career Interests, Hobbies/Volunteer Activities, AND Affirmation Verification Statement paragraph #1, and which will be worth 5 grading points,**

**OR**
WRITTEN READING SUMMARIES (write/submit as a WORD document). This is your 4 paged, double spaced document, with Times New Roman font throughout and APA style required (for practice) on to Canvas, and which will be worth 10 grading points,

OR

AFFIRMATION VERIFICATION STATEMENTS (for class participation grading points). Write and submit as a WORD document on to Canvas, your one paragraph statement, which will be provided by this professor/instructor, as indicated in the Weekly Assignments, and which will be worth 5 grading points.

The aforementioned will be due on SATURDAYS before 11:59 PM (CST)

• Write/submit your self-introduction, as directed OR
• Write/submit your written reading summaries, as directed OR,
• Write/submit your Affirmation Verification Statements, as directed

SECTION B.

MID-TERM ANNOTATED BIBLIOGRAPHY

Each student is to turn in an annotated bibliography based on eight (8) professional journal articles related to stress, crisis and coping, as defined in this course and in social work practice. The objectives for this assignment are for students to become familiar with professional literature and to develop an area of professional development or evidence based research. These articles have to be from eight (8) different evidence based research sources, and related to social work practice.

An Annotated Bibliography Template will be provided at a later date.

But a generic Annotated Bibliography outline is as follows:

1. Author's name, year and title of the article, the name of the journal, volume and page numbers

2. Summary - to be written as if your professor/instructor has not read the article and needs to be informed of the essence of the article

3. Critique - intervention approaches, the strengths and weakness of the stress, crisis, or coping model, its' applicability and limitations, especially for clients who are from diverse communities, in terms of gender, sexual orientation, racial, ethnic, economic and/or educational background

Each individual article summary and critique should be one (1) double spaced page, in length.

APA style formatting is REQUIRED (APA, 7th Edition) for the Annotated Bibliography, including a reference page.

Thus, the final total page length for this assignment will be no more than eight (8) content pages (not including the cover page or references). This assignment will be graded on a numerical grade basis.

This Mid-Term Annotated Bibliography will be worth 25 points, and will be due on SATURDAY, 04/18/20 before 11:59 PM (CST) on to Canvas via Unicheck Plagiarism Screener

Grading Criteria:

1. A broad review of established effective social work intervention approaches/modalities in working with clients who suffer from various serious losses and illnesses, or stress and crises

2. Reflects the writer/student's ability to analyze and evaluate these approaches/modalities' appropriateness
and effectiveness with specific client groups.

3. Summary is clear and succinct and informs the reader/this instructor of its major focus.

4. Critique is thoughtful and reflects comprehensiveness of the concept of stress, crisis and coping and the contribution, or lack of it, to social work practice.

**Includes designated skill(s) or behavior(s) from:** Mental Health Competencies 4, 8 and 9.

**Includes designated skill(s) or behavior(s) from:** Mental Health: Competencies 4, 8 and 9.

**NOTE: Some possible Annotated Bibliography research topics examples:**

- **STRESS:** Career Stress; Family Stress; Financial Stress; Organizational Stress; Student Stress; Technology Stress OR Vicarious Stress Management Techniques
- **CRISIS:** Crisis Interventions; Critical Incidents; Witnessing Death; Disaster and Recovery; Loss or Divorce; Retirement; Phase of Life; Survivors of or Witnessing Trauma
- **COPING:** Interpersonal; Intrapersonal; Negative Approaches; Positive Approaches; Resiliency; Support Systems; Coping Skills

**BASIC GRADING RUBRIC:**

- **FORMATTING:** APA research writing style (APA, 7th Edition) for Annotated Bibliographies is REQUIRED.
- **ORGANIZATION:** Submit your very best quality work; exceed expectations.
- **SPELLING/GRAMMAR/PUNCTUATION:** Appropriate spelling, grammar and punctuation. **DO proofread before submission and use Spell Check.**

**SECTION C:**

**FINAL STRESS, CRISIS & COPING RESEARCH PAPER**

In the stress, crisis and coping final research paper, the student will pick one (1) stress, crisis or coping related issue or concern that has been discussed in the textbook or course materials. You will discuss this one (1) stress, crisis or coping related issue or concern in a formal paper.

To complete this final paper correctly and with adequate conceptual complexity, this paper must correctly cite and include information from evidence based reference sources.

The format **MUST BE APA STYLE:** including cover page, abstract, page numbering, in-text citations, headings, sub-headings and references, with Times New Roman font throughout.

**DO NOT INCLUDE THE POWERPOINT PRESENTATIONS IN YOUR IN-TEXT CITATIONS AND REFERENCE LIST, AS THESE ARE CONSIDERED AS COURSE MATERIALS!!**

The required page length will be at least and no more than 10 content pages, and no less than and no more than 8-10 references (including textbook), and must include relevance and implications for social work practice.

This **FINAL STRESS, CRISIS & COPING RESEARCH PAPER** will be worth 35 points, and will be due on **TUESDAY, 05/12/20 before 11:59 PM (CST) on to Canvas via Unicheck Plagiarism Screener.**

The **FINAL PAPER Template** will be provided at a later date.

**BASIC GRADING RUBRIC:**

- **FORMATTING - APA STYLE**
- **ORGANIZATION - CONCISENESS**
FINAL STRESS, CRISIS & COPING RESEARCH PAPER GRADING MATRIX

1. How well were the textbook or other research materials included, i.e., theories, skills and research knowledge, etc. and was it well referenced in APA style? Was an evidence informed practice approach present, in your argument and justification? Was the theory comprehensive and substantial? Were the interventions described appropriate, for the problems selected from the course materials?

2. Did the paper identify, and discuss and support with literature sources, the issues (such as professional values and ethics, diversity and social justice) from each model? How well were these discussed?

3. Did this paper demonstrate comprehensive knowledge and mastery of the professional knowledge appropriate for a graduate level paper? Was it well written, organized and presented in a professional style, with no spelling or grammatical errors, and a with cover sheet included?

Includes designated skill(s) or behavior(s) from: Aging; Children and Family; Health Care; Mental Health

This assignment will be numerically graded.

NOTE: This paper must be grammatically and spelling correct, and must use APA style. Papers with many grammatical errors, spelling typos/misspellings will not receive a satisfactory grade.

The content of this paper must be of the very highest quality. Please submit your very best work.

This assignment includes designated skill(s) or behavior(s) from Competencies 8 and 9.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grading Points</th>
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</thead>
<tbody>
<tr>
<td>Self Introduction &amp; Affirmation Verification Statement #1</td>
<td>5 Points</td>
</tr>
<tr>
<td>Affirmation Verification Statements #2, #3, &amp; #4 (5 Points Each)</td>
<td>15 Points (Total)</td>
</tr>
<tr>
<td>Brief Reading Summaries #1 &amp; #2 (10 Points Each)</td>
<td>20 Points (Total)</td>
</tr>
<tr>
<td>Mid-Term Annotated Bibliography</td>
<td>25 Points</td>
</tr>
<tr>
<td>Final Stress, Crisis &amp; Coping Research Paper</td>
<td>35 Points</td>
</tr>
<tr>
<td>Total Grading Points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.
Please note that this is an 8 WEEK ONLINE COURSE. 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. Students are expected to complete all course assignments by the end of each week. Furthermore, students are expected to turn in all required assignments on before due dates and times.

Non-submission of assignments will incur a grade penalty (grade zero), except in the cases of extreme emergency/hardship/extenuating circumstances (e.g., personal illness, death in family, etc.). These exceptions will then only be permitted by the permission of this professor/instructor, and will require written documentation of the extreme emergency/hardship/extenuating circumstances.

G. Grading

Basic Paper Grading Rubrics for selected written assignments:

- **FORMATTING:** APA style formatting (APA, 7th Edition)
- **ORGANIZATION:** In-depth topic content; Correct page length, as specified, with all research references cited
- **SPELLING/GRAMMAR/PUNCTUATION:** Use Spell Check!!

Please **DO NOT cite this professor's/instructor's PowerPoint presentations as a reference, because it is considered to be Course Materials!!**

Relevance and Implications for Social Work Practice is required.

Grading Scale:

**REMEMBER: “The grades that you get, are the grades that you earn! To get an "A", you have to earn an "A"!”**

<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>

**THE TOTAL NUMBER OF GRADING POINTS AVAILABLE FOR THIS COURSE ARE 100.**

Please note that for social work students, you will not earn credit for this course if your final grade falls 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 own performance throughout the semester and seek guidance from available resources (including this professor/instructor), if your performance drops below satisfactory levels. Also, see "Student Support Services" below. Students are expected to keep track of their own performance throughout the semester.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.
H. Make-Up Exams

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/extenuating circumstances, and then only with the permission of this professor/instructor. Written documentation of the extreme emergency/hardship/extenuating circumstances will be required.

I. 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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Review course syllabus/learning contract AND TOPIC: The Nature of Stress AND TOPIC: Sociology of Stress</td>
<td>REVIEW: Course Syllabus/Learning Agreement REVIEW: PowerPoint presentations READ: Seaward, Chapters 1 &amp; 2 WRITE/SUBMIT: Your Self-Introduction and Affirmation Verification Statement #1, as your paragraph on to Canvas (for 5 class participation grading points)</td>
<td>SATURDAY, 03/28/20 before 11:59 PM (CST)</td>
</tr>
<tr>
<td>Module 2</td>
<td>TOPIC: Physiology of Stress TOPIC: Stress &amp; Disease TOPIC: Toward a Psychology of Stress AND TOPIC: The Stress Emotions: Anger, Fear and Joy</td>
<td>READ: Seaward, Chapters 3, 4, 5 &amp; 6 REVIEW: PowerPoint presentations WRITE/SUBMIT: Your four (4) page Brief Reading Summary (one page per textbook chapter) on to Canvas (for 10 grading points)</td>
<td>SATURDAY, 04/04/20 before 11:59 PM (CST)</td>
</tr>
<tr>
<td>Module 3</td>
<td>TOPIC: Stress-Prone and Stress-Resistant Personality Traits TOPIC: Stress &amp; Human Spiritualities TOPIC: Cognitive Restructuring: Reframing AND TOPIC: Healthy Boundaries: Behavior Modification</td>
<td>READ: Seaward, Chapters 7, 8, 9 &amp; 10 REVIEW: PowerPoint presentations WRITE/SUBMIT: Your Affirmation Verification Statement #2, as your paragraph on to Canvas (for 5 class participation grading points)</td>
<td>SATURDAY, 04/11/20 before 11:59PM (CST)</td>
</tr>
<tr>
<td>Module 4</td>
<td>TOPIC: Journal Writing TOPIC: Expressive Art Therapy TOPIC: Humor Therapy (Comic Relief) AND TOPIC: Creative Problem Solving</td>
<td>READ: Seaward - Chapter 11, 12, 13 &amp; 14 REVIEW: PowerPoint presentations WRITE/SUBMIT: Your MID-TERM ANNOTATED BIBLIOGRAPHY on to Canvas via Unicheck (for 25 grading points)</td>
<td>SATURDAY, 04/18/20 before 11:59 PM (CST)</td>
</tr>
</tbody>
</table>
| Module 5 | TOPIC: Communication Skills in the Information Age  
TOPIC: Respruce Management: Managing Time and Money  
TOPIC: Additional Coping Techniques  
AND  
TOPIC: Diaphragmatic Breathing | READ: Seaward - Chapter 15, 16, 17 & 18  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your Affirmation Verification Statement #3, as your paragraph on to Canvas (for 5 class participation grading points) | SATURDAY, 04/25/20 before 11:59 PM (CST) |
| --- | --- | --- | --- |
| Module 6 | TOPIC: Meditation and Mindfulness  
TOPIC: Hatha Yoga  
TOPIC: Mental Imagery and Visualization  
AND  
TOPIC: Music Therapy | READ: Seaward - Chapter 19, 20, 21 & 22  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your four (4) page Brief Reading Summary (one page per textbook chapter) on to Canvas (for 10 grading points) | SATURDAY, 05/02/20 before 11:59 PM (CST) |
| Module 7 | TOPIC: Massage Therapy  
TOPIC: T’ai Chi Ch’uan  
TOPIC: Progressive Muscle Relaxation  
AND  
TOPIC: Autogenic Training and Clinical Biofeedback  
AND  
TOPIC: Physical, Nutrition and Stress | READ: Seaward - Chapters 23, 24, 25 & 26  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your Affirmation Verification Statement #4 paragraph, as your on to Canvas (for 5 class participation grading points) | SATURDAY, 05/09/20 before 11:59 PM (CST) |
| Module 8A | TOPIC: Physical Exercise, Nutrition, and Stress  
AND  
TOPIC: Ecotherapy: The Healing Power of Nature | READ: Seaward - Chapters 27 & 28  
REVIEW: PowerPoint presentation  
WRITE/SUBMIT: Your FINAL STRESS, CRISIS & COPING RESEARCH PAPER (for 35 grading points) | TUESDAY, 05/12/20 before 11:59 PM (CST) |
| Module 8B | Final Paper Grading Continues  
AND  
On Line Course Evaluations are due now | LAST DAY OF COURSE: THURSDAY, 05/14/20 at 11:59 PM (CST) | On Line Course Evaluations are due on  
THURSDAY, 05/14/20 before 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.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances**
L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page....................... http://www.uta.edu/library
Subject Guides............................ http://libguides.uta.edu
Subject Librarians......................... http://library.uta.edu/subject-librarians
Course Reserves.......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ......................... http://library.uta.edu/how-to
Connecting from Off-Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian............................ http://ask.uta.edu

N. 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/aa0/faqo/).
O. 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.

P. 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)._}

Q. 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

R. 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
S. 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.

T. 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/.

U. 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.

V. 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.