A. Description of Course Content

Explores the history of managed care in health and social services, the underlying philosophy, and current trends and practice issues. Assesses the potential for conflict between social work values and managed care systems. Builds skills for administrative roles in managed care settings. Co-requisite: 5311 or 5312

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 5, and 7, it mainly focuses on 5.

Advanced courses at the MSW level also incorporate advanced competencies that are specific to a student’s specialty area. This course addresses Competencies 1, 2, 3, 5, and 7 at the advanced specialty level, as
Competency 1: Demonstrate ethical and professional behavior for advanced social worker specializing in health

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

Competency 5: Engage in Policy Practice Curriculum

- Advanced social workers specializing in health understand that human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels.
- Advanced social workers specializing in health understand the history and current structures of health policies and services, the role of policy in health service delivery, the social work role in policy development and implementation within health care practice settings, at the micro, mezzo, and macro levels, and actively engage in policy practice to affect change within those settings.
- Advanced social workers specializing in health recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect health policy, and are knowledgeable about policy formulation, analysis, implementation, and evaluation.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Advanced social workers specializing in health understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.
- Advanced social workers specializing in health uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.
- Advanced social workers specializing in health use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

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

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

Service Learning Specific Course Assignments:

Students will engage with the nonprofit agency, LifeGift, and its staff and volunteers. Students will collaborate with a LifeGift to help raise organ donor awareness. Students will complete the following assignments throughout the semester:

Orientation and Introduction to Organ Donation:  Total Points: 5

- Students will attend a volunteer orientation on 1/28 from 2pm until 5pm at LifeGift (1000 12th Ave, Ft. Worth, Texas 76104)  
  - 3 points
- Students will complete a KWL chart before the event describing what they know about organ donation and what they wonder about organ donation
  - 1.5 points
  - Due 1/27
- After the event students will complete what they learned about organ donation and LifeGift
  - .5 point
  - Due 2/2
Organ Donation Sign Up Drive:  

Students will work in groups, which will be determined based on class size, and engage with LifeGift to set up a donor sign up drive in the Arlington community. Students may work with schools, city municipalities, churches, etc. Students will need to discuss the site with LifeGift (Lydia Stoner 817-348-5002 or the designated Community Engagement Specialist) prior to confirming the donor sign up drive. Students will need to contact LifeGift at least two weeks prior to the event in order to ensure that LifeGift can arrange for additional volunteers to help at the donor sign up booth. LifeGift will work with their group of volunteers to help students have additional support during the donor sign up booth.

1. Students will submit all documentation needed for the Service Learning project (consents) and Volunteer application. Due 1/27

2. Students will plan a donor sign up booth (must be discussed with LifeGift for approval). Students will work with LifeGift Volunteers to bring awareness to organ donation and how individuals can sign up to become an organ donor.

2. LifeGift will keep track of the number of individuals who choose to sign up to be an organ donor during the student’s. To be completed prior to 4/26

Reflection Paper:  

Due 5/3

Students will take the Harvard Implicit Bias-RACE IAT (https://implicit.harvard.edu/implicit/selectatest.html) and reflect on how implicit bias could be seen in a health care setting and how that could impact organ donation and trust in the health care system. Students will also reflect on what they learned while planning the donor sign up drive, as well as how they felt during and after the donor sign up drive. Students will submit a reflective journal using What? So what? and Now what? Model after completing the assigned volunteer events.

Group Presentation:

During Group Presentations about a policy, students will discuss how that policy can impact a patient’s ability to obtain or not obtain a transplant. Students will provide recommendations to improve the policy to help promote access to care for patient’s to receive a transplant or for patient’s post-transplant. See Group Presentation Assignment.

LifeGift website: https://www.lifegift.org/

Students may have the opportunity to see a “family approach” in a hospital setting with a staff member of LifeGift who discusses organ donation with family members who has a loved one who is a potential organ donor. This is not a required component of the Service Learning project and is only on a volunteer basis should a student choose to participate.

Paper Proposal

10 points. 2 pages (approximately 500 words) + references

Due Date 3/1

Addresses competencies: 1, 2, 3, 5, and 7

This short assignment is due early in the course and has three purposes: 1) to get students started on their group presentation early; 2) to give the instructor a chance to comment on, offer direction to, and approve the
presentation topics; and 3) to practice a skill needed and used by social workers who wish to speak at professional conferences (writing a proposal or abstract of a paper).

Proposals give an overview of the topic of the final presentation, including a specific policy to be analyzed. Students select a policy for analysis that has specific implications or roots in managed health care. The policy must have a federal, state, or judicial basis. Example policies include: The New Deal; The Affordable Care Act; The Mental Health Parity and Addiction Equity Act; Hawaii Prepaid Health Care Act; Massachusetts Health Care Reform Law; etc. We will discuss topics in class prior to the due date to ensure that there are no duplicate policy presentations in class and groups are evenly distributed. The instructor will assign groups based on the topics of the student’s proposals.

Student’s proposals may be submitted in the form of an outline or a written paper. Students need to refer to the grading rubric posted in Canvas for additional information.

Proposal Outline Guidelines:

**Background**: What policy would you like to write about?

**Managed Care**: What area of managed care would you like to focus on for your presentation? Additional information about managed care can be found in the textbooks and in additional materials posted online.

**Vulnerable Populations**: Which vulnerable populations have you identified that are impacted by this policy?

**Equitable Access**: Can you determine if the policy promotes or does not promote equitable access to services?

**Ethical/Legal Implications**: Identify either a legal or ethical implication you can address in your presentation.

**Recommendations**: What recommendations are you considering? Have you looked at any states, countries or other programs?

**References**: Proposals must include a preliminary list of at least 5 peer reviewed/evidence-based references (no Wikipedia or Merriam-Webster references count, references should be limited to research articles).

**Group Presentation**

**Group Presentation and Evaluation** - 35 points (Presentation=30 points; Evaluation=5 points; Peer feedback=5)

*Addresses competencies: 1, 2, 3, 5, and 7*

**Due Date 4/26**

This presentation will synthesize all the learning outcomes and advanced practice behaviors specified for the course.

A minimum of 10 empirical references are required and must be written in the last 10 years. Students may use the textbooks as a reference, but they will not be included in the 10 references. Acceptable sources include social work or related fields’ journals, scholarly periodicals, statutes, legislative histories and committee hearings/reports. Citations and reference list must be in APA format. Students are encouraged to work with the Writing Resources through the School of Social Work on this assignment (http://www.uta.edu/ssw/student-resources/writing-resources/index.php)

Building on the proposal outline, students will analyze a policy that has specific implications for managed health care or roots in managed health care. The policy must have a federal, state, or judicial basis. Example policies include: The New Deal; The Affordable Care Act; The Mental Health Parity and Addiction Equity Act; Hawaii Prepaid Health Care Act; Massachusetts Health Care Reform Law; etc.
The **policy analysis** must include the following elements in the presentation:

**Background**-introduce the policy and reference the original source. Provide a background of the policy and the problem the policy tries/ran to address.

**Managed Care**-How the policy implemented, altered, or affected managed care and the way services are provided;

**Vulnerable Populations**-Make a claim about how the policy benefits or adversely affects more than one (if applicable) vulnerable population in different ways, including people with mental illness, older adults, and people with different abilities;

**Equitable Access**- Discuss how this policy promotes (or does not promote) equitable access to services by race, ethnicity, age, gender, or disability;

**Ethical/Legal Implications**-What are some of the ethical and legal implications of the policy? Give evidence of at least one ethical or legal dilemma that occurred when the policy was implemented or when the legislation was being discussed. Discuss how this could be resolved.

**Access to Care and recommendations**-Discuss how the policy can impact a patient’s ability to obtain or not obtain a transplant. Does the policy consider ongoing access to care for transplant recipients? Make recommendations based on the analysis in the previous sections for transplant specific cases and the general population. Students can introduce examples from other states or countries to help show evidence of how a recommended approach has worked elsewhere.

Groups of students will be assigned to present their presentation during class. Students will sign up for presentations, which will start during modules 14 and 15.

During the semester students, along with the instructor, will establish a rubric to provide detailed feedback for the student presentations. Students will provide thoughtful and thorough feedback to their peers, which will be on a scale of 0-5 and will count towards 5 points of the group’s presentation grade on the assignment. Feedback will be submitted to the instructor after the presentations and the instructor will average the score.

Students will also need to post the presentation to the "Policy Analysis Discussion Board" for their peers to access for class. The presentation must also be posted to the discussion board by 4/26.

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

See the rubric posted online for more information about this assignment

**Case Example:** (1-2 pages) 10 points

*Addresses competencies: 1, 2, 3, 5, and 7*

**DUE DATE:** 4/26

Student’s will provide a vignette or case example of how the policy identified for the group presentation affects a specific individual or family who is ill, seeking (or not) health care. Discuss how the individual qualifies or is able to access or not access health care because of this policy. How does this policy impact this person’s ability to access health care? Include a discussion of how the recommended policy changes could improve the outcomes for this individual/family. The case example should be something written by the student not a case example from an article. Be specific.

See the rubric posted online for more information about this assignment.
Poverty Simulation and Reflection-10 points

Poverty Simulation-3/24

Poverty Simulation Reflection Paper Due Date: 3/29

Students in the course will participate in an interprofessional poverty simulation with other health professionals during class (Module 9). Students will actively participate in the poverty simulation activity and may be required to complete work prior to the event. Students will complete a reflection paper after the poverty simulation, which will be due on 3/31. In order to receive full credit students will need to attend both the poverty simulation and complete the reflection assignment.

This assignment assesses competencies 1, 2, and 7.

Participation

10 points

Addresses competencies: 1, 2, 3, 5, and 7

Participation in the course includes active engagement in discussions, completion of module specific activities, including in pre-work, such as quizzes, and completion of in vivo practice experiences assigned in class or online over the course of the semester.

PAPERS - GENERAL INFORMATION AND EXPECTATIONS
All papers must follow APA guidelines; Points will be deducted if you do not follow APA guidelines.

See the following website for additional help with APA format: http://owl.english.purdue.edu/owl/resource/560/01/

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades.

As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own – e., using direct sentences written by others) will result in a failing grade for the course. Please use formal and professional language when completing papers and assignments for this course (i.e., Discussion Boards, Biopsychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, ).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through the online learning management system.

Assignments will not be accepted via email. Hard Copies are not to be turned in unless specified otherwise.

Extra Credit: As the instructor for the course, I reserve the right to provide extra credit. Please do not assume that extra credit will be offered. If an extra credit opportunity is offered, it will have a specific due date, which will be strictly adhered to. At the end of the semester, please do not ask to for additional time to complete extra credit opportunities.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Orientation attendance (Module 2)</td>
<td>3</td>
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<tr>
<td>KWL Chart (Columns 1 &amp; 2)</td>
<td>1.5</td>
</tr>
<tr>
<td>KWL Chart Column 3</td>
<td>.5</td>
</tr>
<tr>
<td>Donation Sign up Drive</td>
<td>10</td>
</tr>
</tbody>
</table>
F. Attendance

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

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

G. Grading

*Note: Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances, when discussed with the instructor prior to the due date and at the discretion of the instructor. Late assignments may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points). All assignments are due by 11:59p on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two-week period. If a student has a question regarding his/her grade check the gradebook on Canvas. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet of via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

Suggestions for earning a good grade:
The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:
First-Read and view the assignments and the syllabus
Second-Ask your question regarding the course materials through an e-mail to the professor or the “Course Q and A” Discussion Board.

Please keep in mind that asking a question regarding the course materials before you turn in your assignment
is much better than asking your question about your grade. The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Please see “Plagiarism Information” online for additional resources. 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.

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

There are no exams required for the course. Please note:
Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances, when discussed with the instructor prior to the due date and at the discretion of the instructor. Late assignments may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments due by 11:59p on the day of the due date.

I. Course Schedule

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Class Date</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21</td>
<td>Introduction the course; Syllabus Overview</td>
<td>Syllabus Barr, Preface</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/28</td>
<td>LifeGift Orientation and Introduction at LifeGift in Ft. Worth *Class held at LifeGift-1000 12th Ave, Ft. Worth, Texas 76104</td>
<td>Online reading</td>
<td>KWL Charts Column 1 &amp; 2 due 1/27 Column 3 due 2/2 *Service Learning Consents due 2/2</td>
</tr>
<tr>
<td>3</td>
<td>2/4</td>
<td>Introductory Concepts in Managed Care History of managed care and insurance in the US Health care and the market economy Health insurance, HMOs and the managed care revolution</td>
<td>Kongstvedt Ch. 1 Barr, Ch. 2 &amp; 5</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture Topic</td>
<td>Lecture Notes</td>
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| 4    | 2/11 | Historical Perspective: Managed Care & Medicare | Barr Ch. 6  
Medicare: Universal health insurance for elderly people  
Medicare and managed care from a social work perspective  
Kongstvedt Ch. 7 pp. 205-223  
Online Readings |
| 5    | 2/18 | Historical Perspective: Managed Care & Medicaid and the State Children’s Health Insurance Program (S-CHIP) | Barr Ch. 7  
Medicaid managed care from the social work perspective  
Difference between Medicare and Medicaid  
Kongstvedt Ch. 7 pp. 223-231  
Online Readings |
| 6    | 2/25 | Current Perspective: Managed Care Issues in the Patient Protection & Affordable Care Act (ACA or Obamacare) | Barr, Ch. 1  
The ACA and the politics of health care reform and market  
Cost control under the ACA  
*Guest Speakers  
Online Readings |
| 7    | 3/3  | Current Perspective: Managed Care Issues for Long-Term Care, Elderly Adults, and Individuals with Disabilities | Barr, Ch. 11  
Managed care in nursing homes, hospice, and home health care  
Medicaid managed care initiatives and payments  
Online Readings |
| 8    | 3/17 | Current Perspective: The Uninsured, Barriers to Health Care, & Future Directions of Managed Care Reform | Barr, Ch. 8, 12 and 13  
Who are the uninsured  
State vignettes on reducing the percent of uninsured  
Racial bias in access to care  
Rationing: is it inevitable? |
| 9    | 3/24 | Poverty Simulation During Class | Online Readings  
Poverty Simulation Reflection Assignment Due 3/29 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10</td>
<td>3/31</td>
<td><strong>Current Perspective: Ethics and Cultural Values in Health Care Policy and Managed Care</strong>&lt;br&gt;Institutions that drive health care&lt;br&gt;US health care &amp; costs compared to Canada</td>
<td>Barr, Ch. 3, 9 &amp; 10</td>
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<td><strong>Current Perspective: For-Profit Care; Pharmaceuticals &amp; Managed Care</strong>&lt;br&gt;The movement toward for-profit models of managed care&lt;br&gt;Conflicts of interest in pharmaceutical sales&lt;br&gt;Managed care efforts to control expenditures</td>
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<tr>
<td>11</td>
<td>4/7</td>
<td><strong>Current Perspective: Managed Care Issues in Mental Health and Substance Abuse</strong>&lt;br&gt;The mental health parity and addiction equity act&lt;br&gt;How social workers cope with managed care in MH&lt;br&gt;Critique of managed care mental health treatment model</td>
<td>Online Readings</td>
</tr>
<tr>
<td>12</td>
<td>4/14</td>
<td><strong>Application: Payment and Reimbursement in Managed Care</strong>&lt;br&gt;Arguments for and against capitation&lt;br&gt;Risk vs. non-risk payment&lt;br&gt;Charge master/charge description master</td>
<td>Kongstedt, Ch. 4, 5, 6 &amp; 8</td>
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<td><strong>Application: Accreditation, Quality Management, and Laws and Regulations Related to Managed Care</strong>&lt;br&gt;Prevention and medical necessity&lt;br&gt;Utilization and appeals&lt;br&gt;Federal oversight of managed care organizations&lt;br&gt;<em>Class to be held via online platform with a guest speaker</em></td>
<td></td>
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<tr>
<td>13</td>
<td>4/21</td>
<td><strong>Application: Coverage and Types of Health Care Plans</strong>&lt;br&gt;Benefits, cost sharing, and bearing risk&lt;br&gt;Types of payer organizations The continuum of managed care</td>
<td>Kongstedt, Ch. 2 &amp; 3</td>
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<tr>
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<td><strong>Application: Providers and Organization of Managed Care</strong>&lt;br&gt;The managed care provider network&lt;br&gt;The health professions and organization of health care&lt;br&gt;Network adequacy standards</td>
<td>Barr Ch. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Presentations&lt;br&gt;Due 4/26&lt;br&gt;Organ Donation&lt;br&gt;Sign up to be completed by 4/26</td>
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</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, for example scheduling guest speakers or activities.

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

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

J. Expectations for Out-of-Class Study

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

K. Grade Grievances


L. Student Support Services

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

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

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3761 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those
who care about you.

**M. Librarian to Contact**

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

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

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

**N. Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**O. Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**P. Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities,(OSD)** www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

**Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671 is also
available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/
V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.