A. Description of Course Content

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

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 Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Specifically, while this course addresses competencies 1, 2, 5, 6, 7, and 8 it mainly focuses on 6, 7, and 8.

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

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

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**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.

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**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.

C. Required Textbooks and Other Course Materials

**REQUIRED:**

- **The UTA Libraries-American Psychological Association's APA's Guide (Based on the 6th Edition):** [https://libguides.uta.edu/apa](https://libguides.uta.edu/apa)
- And other journal articles and book chapters as assigned in class.

D. Additional Recommended Textbooks and Other Course Materials

**RECOMMENDED:**


E. Descriptions of Major Assignments and Examinations

**NOTE: THIS COURSE NECESSITATES CONSIDERABLE READING AND WRITING**
The first day of this course is Tuesday, 01/21/20 at 8:00 AM (CST).

The last day of this course is Friday, 03/20/20 at 11:59 PM (CST).

***SPRING BREAK IS SCHEDULED FOR SUNDAY, 03/08/20 THROUGH SUNDAY, 03/15/20.

_________________________________________________________________________________________________________________

Topics to be covered this semester:

- Social Work & Mental/Behavioral Health Care with Clients
- Mood Disorders
- Anxiety Disorders
- Sexual Dysfunction, Gender Dysphoric & Paraphilic Disorders
- Feeding & Eating Disorders
- Schizophrenia Spectrum & Other Psychotic Disorders
- Substance-Related and Other Addictive Disorders
- Grief/Loss/Bereavement
- Trauma- and Stressor-Related Disorders
- Neurocognitive Disorders: Delirium & Dementia

_________________________________________________________________________________________________________________

Major Assignments:

SECTION A: Self-Introduction & Affirmation Verification Statement #1:

- Write/submit your Self-Introduction and Affirmation Verification Statement as a WORD document on to Canvas, i.e., Name, Career Interests, Hobbies/Volunteer Activities, with your Affirmation Verification Statement as an attachment (a single paragraph which will be provided by your professor/instructor).
- Your Self-Introduction and Affirmation Verification Statement will be worth 5 class participation grading points and will count toward your final course grade

SECTION B: Brief Written Reading Summary and Reflection Papers:

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

- Write/Submit Your Brief Written Reading Summary and Reflection Paper on to Canvas, as a WORD document: When assigned, please write and submit a three (3) page, double spaced Brief Written Reading Summary and Reflection Paper, as a WORD document, submitted on to Canvas. This paper will document/summarize your readings and also your reflections (i.e., your thoughts and feelings), as related to ten (10) different mental/behavioral health topics. Write about how these issues/concerns impact the recovery of clients and families, and also their relevance and implications for clinical social work practice.

For skills practice with your Brief Written Reading Summaries and Reflection Papers, APA style formatting will be required (i.e., cover sheet, page numbering, running heads, headings, in-text citations, and research references - including your textbook, and ONLY with Times New Roman font throughout).

**DO NOT include information from the PowerPoint presentations in your in-text citations or on your reference lists,

as these are considered to be your classroom/course learning materials.**
Each Brief Written Reflection Paper will be worth 5 grading points and will count toward your final course grade.

SECTION C: Affirmation Verification Statements:

These paragraphs will be provided by your professor/instructor, will be written as a WORD document and submitted on to Canvas.

Each Affirmation Verification Statement will be worth 5 class participation grading points each and will count toward your final grade.

SECTION D: Mid-Term Social Work/Behavioral Health Research Paper - submitted on to Canvas via Unicheck Plagiarism Screener:

Your Mid-Term Research Paper will have no more than and no less than 8 content pages, and no less than 6 quality, evidence based references (including your textbook)

For the Mid-Term Research Paper, you will write it as a Clinical Social Work Student Intern, who assumes the role of a trainer for a hypothetical (NOT A REAL) local community mental health/behavioral health agency, and about a hypothetical client (NOT A REAL CLIENT).

In your Mid-Term Research Paper, you will train the agency's interprofessional/interdisciplinary clinical staff about:

• ONE (1) selected type of mental health/behavioral health disorder, AND
• ONE (1) selected evidence-based type of diagnostic assessment

**DO NOT do a PowerPoint or Prezi training presentation**.

DO write a research paper, as a double spaced WORD document with APA style formatting, with Times New Roman font throughout.

**NOTE: Your paper's content pages WILL NOT include your cover page, your abstract or your reference pages.**

You will choose one (1) disorder for the Mid-Term Research Paper. Your mental health/behavioral health disorder selections will come from the 2013 Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition (DSM-5).

For your Mid-Term Paper you will select ONE (1) disorder from the following DSM-5 general mental health/behavioral health diagnostic categories:

**DSM-5 General Mental Health/Behavioral Health Diagnostic Categories:**

• Neurodevelopmental Disorders
• Schizophrenia Spectrum and Other Psychotic Disorders
• Bipolar and Related Disorders
• Depressive Disorders
• Anxiety Disorders
• Obsessive-Compulsive and Related Disorders
• Trauma- and Stressor-Related Disorders
• Dissociative Disorders
• Somatic Symptom and Related Disorders
• Feeding and Eating Disorders
In your papers' staff training presentations, you must discuss the essential/basic skills and the advanced diagnostic skills necessary for the interdisciplinary clinical staff to know.

Specifically, the discussion in your paper must include:

- Diagnostic assessment strategies and ethical issues
- Biopsychosocial-cultural-environmental-spiritual assessments elements that are essential for working with the client and their family, e.g., age, race, gender, ethnicity, support systems, philosophical or theological perspectives, and personal orientation.
- Relevance and implications for social work practice (including NASW information)

**Your Mid-Term Social Work/Behavioral Health Research Paper will be due on Saturday, 02/15/20 before 11:59 PM (CST), submitted as a WORD document on to Canvas, via Unicheck (plagiarism screener). This paper will be worth 30 grading points.**

**SECTION E: Final Social Work/Behavioral Health Research Paper - submitted on to Canvas via Unicheck Plagiarism Screener:**

Your Final Research Paper will have no more than and no less than 10 content pages, and no less than 8 quality, evidence based references (including your textbook)

For the Final Research Paper, you will write it as a Clinical Social Work Student Intern, who assumes the role of a trainer for a hypothetical (NOT A REAL) local community mental health/behavioral health agency, and about a hypothetical client (NOT A REAL CLIENT).

In your Final Research paper, you will train the agency's interprofessional/interdisciplinary clinical staff about:

- ONE (1) selected type of mental health/behavioral health disorder, AND
- ONE (1) selected evidence-based type of diagnostic assessment AND related intervention/treatment

**DO NOT do a PowerPoint or Prezi training presentation**.

**NOTE: Your paper's content pages WILL NOT include your cover page, your abstract or your reference pages.**

DO write a research paper, as a double spaced WORD document with APA style formatting, with Times New Roman font throughout.

DO NOT USE the disorder that you selected for the Mid-Term Paper. Only select ONE (1) totally different disorder for the Final Paper.

Your mental health/behavioral health disorder selections will come from the 2013 *Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition (DSM-5).*

**For your Final Paper** you will select ONE (1) disorder from the following DSM-5 general mental
health/behavioral health diagnostic categories:

**DSM-5 General Mental Health/Behavioral Health Diagnostic Categories:**

- Neurodevelopmental Disorders
- Schizophrenia Spectrum and Other Psychotic Disorders
- Bipolar and Related Disorders
- Depressive Disorders
- Anxiety Disorders
- Obsessive-Compulsive and Related Disorders
- Trauma- and Stressor-Related Disorders
- Dissociative Disorders
- Somatic Symptom and Related Disorders
- Feeding and Eating Disorders
- Elimination Disorders
- Sleep-Wake Disorders
- Sexual Dysfunctions
- Gender Dysphoria
- Disruptive, Impulse-Control and Conduct Disorders
- Substance-Related and Addictive Disorders
- Neurocognitive Disorders
- Personality Disorders
- Paraphilic Disorders, OR
- Other Mental Disorders

In your papers' staff training presentations, you must discuss the essential/basic skills and the advanced skills necessary for the interdisciplinary clinical staff to know.

Specifically, the discussion in your paper must include:

- Diagnostic assessment strategies and ethical issues
- Evidence-based treatment interventions and best practices for the disorder
- Biopsychosocial-cultural-environmental-spiritual assessment elements that are essential for working with the client and their family, e.g., age, race, gender, ethnicity, support systems, philosophical or theological perspectives, and personal orientation.
- Relevance and implications for social work practice (including NASW information)

**Your Final Social Work/Behavioral Health Research Paper will be due on Wednesday, 03/18/20 before 11:59 PM (CST), submitted as a WORD document on to Canvas, via Unicheck (plagiarism screener). This paper will be worth 40 grading points**

**DO NOT EMAIL your Mid-Term Research Paper or Final Research Paper, nor any other written assignments to this Professor/Instructor, or they WILL NOT be graded (GRADE ZERO)!!**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A:</strong> Self-Introduction &amp; Affirmation Verification Statement (one for 5 class participation grading points each)</td>
<td>5</td>
</tr>
<tr>
<td>Section B: Brief Written Reflection Papers (three for 5 class participation grading points each)</td>
<td>15</td>
</tr>
<tr>
<td>Section C: Affirmation Verification Statements (two for 5 class participation grading points each)</td>
<td>10</td>
</tr>
<tr>
<td>Section D: Mid-Term Paper: Social Work/Behavioral Health Research Paper (one for 30 grading points)</td>
<td>30</td>
</tr>
<tr>
<td>Section E: Final Paper: Social Work/Behavioral Health Research Paper (one for 40 grading points)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
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</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,

*please note that this is a 8 week online course, and it is important for future social work practitioners to be punctual in their participation and in meeting deadlines. Class participation is expected, as evidenced by submitting assignments ON TIME. Student leaders are expected to complete all course assignments by the end of each week. Furthermore, students are expected to turn in all required assignments on the due dates and times.*

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

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

G. Grading

Basic Grading Rubric for ALL written assignments:

- APA style Formatting
- Organization and Conciseness
- Spelling/Grammar/Punctuation

Furthermore,

1. APA style required (including headings, sub-headings, in-text citations and research references, ONLY with Times New Roman font throughout)
2. Correct page length (not too short, not too long), as specified, with all research references cited (with in-text citations and reference pages)
3. Please DO NOT cite professors'/instructors' PowerPoint presentations as a reference, because they are
considered to be Class/Course Materials
4. In-depth topical, graduate student level content

Grading Scale: REMEMBER: “The grades that you get, are the grades that you earn! To get an "A", you have to earn as "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>

Please note that for social work graduate 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 performance throughout the semester and seek guidance from available sources (including this professor/instructor), if their performance drops below satisfactory levels. For further information, please see the "Student Support Services" section below.

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

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

I. Course Schedule

ALSO: Read the appropriate topical chapters in the DSM-5.
Clinical Social Workers & Mental Health/Behavioral Health Clients: Definitions, Themes, Concepts, Research, Social Context, and Assessment of Mental Disorders.

To introduce the course requirements and expectations; To put students at ease about the content and expectations of the course (via Syllabus);
Definitions: Mental Health, Mental Illness, Mental Well-Being; Mental Health Themes and Concepts; Social Deviance, Societal Reactions, Labeling, and, Community Norms; Historical and Professional Perspectives on Mental Health; Research Based Practice Development of Mental Health Problems: Heredity, biology, genetics; Psychosocial development and social learning; Social stress, systems/ecological perspectives; Ethical Dilemmas in the Delivery of Mental Health Service; Categorizing Mental Illnesses - DSM IV; Racial, Ethnic, and Cultural Issues.

Required readings:
- READ: Course Syllabus/Learning Agreement
- DSM-5 Basics, pages 5-25

Recommended readings (read three):

Module 1
Due on Saturday, 01/25/20 before 11:59 PM (CST),
Read Syllabus & Other readings
Write/submit Self-Introduction & Affirmation Verification Statement (5 grading points)
Submit on to Canvas
<table>
<thead>
<tr>
<th>Mood Disorders: Depression &amp; Bipolar Disorders - Assessment and Treatment</th>
<th>Required readings:</th>
</tr>
</thead>
</table>
| Clients with Depression; Multiple Dimensions of Assessment; Effective Treatment |  • DSM-5, pages 123 - 188  

**Recommended readings (read two):**

<p>| | |</p>
<table>
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<th></th>
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</table>
• Bipolar Disorder, American Psychological Association, www.apa.org  
• Depression, Mixed Features Specifier Fact Sheet (2013), American Psychiatric Association. www.psychiatry.org  
| Anxiety Disorders: Assessment and Treatment | Sexual Disorders
Survey of Sexual Disorders: Dysfunction and Conditioning |
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required readings:</strong></td>
<td><strong>Recommended readings:</strong></td>
</tr>
<tr>
<td>• DSM-5, pages 189 - 233</td>
<td>• DSM-5, pages 432 - 459</td>
</tr>
<tr>
<td><strong>Recommended readings (read two):</strong></td>
<td>• Paraphilic Disorders 2013 Fact Sheet; American Psychiatric Association; <a href="http://www.psychiatry.org">www.psychiatry.org</a></td>
</tr>
</tbody>
</table>
Due on Saturday, 02/08/20 before 11:59 PM (CST)
**Affirmation Verification Statement (5 grading points)**
Submit on to Canvas

**Module 4**
Due on 02/15/20 before 11:59 PM (CST)
**Mid-Term Research Paper DUE (30 grading points)**
Submit on to Canvas via Unicheck
Required readings:
• DSM-5, pages 329 - 354
• Eating Disorders 2013 Fact Sheet, American Psychiatric Association, www.psychiatry.org

Recommended readings (read three):
<table>
<thead>
<tr>
<th>Module 6</th>
<th>Schizophrenia Spectrum &amp; Other Psychotic Disorders Severe Mental Disorders: Theories, Concepts, and Philosophies; Theoretical Issues; Effective Treatment</th>
</tr>
</thead>
</table>
| 6        | **Required readings:**  
|          | • DSM-5, pages 87 - 122  
|          | **Other readings (read one):**  
|          | **Module 6**  
|          | Saturday, 02/29/20 before 11:59 PM (CST)  
|          | Brief Written Summary & Reflection Paper (5 grading points) Submit on to Canvas via Unicheck |

<table>
<thead>
<tr>
<th>Module 7a</th>
<th>Substance-Related &amp; Addictive Disorders Dual Diagnosis and Substance Abuse; Etiology of Substance Use Disorders; Assessment</th>
</tr>
</thead>
</table>
| 7a        | **Required readings:**  
|          | • DSM-5, pages 481 - 589  
|          | **Recommended readings (read two):**  
|          | **Module 7a**  
|          | Due on Saturday, 03/07/20 before 11:59PM (CST)  
|          | Affirmation Verification Statement (5 grading points) Submit on to Canvas |

<table>
<thead>
<tr>
<th>Module 7b</th>
<th>Grief, Bereavement and Trauma Brief education on bereavement, trauma and models for client intervention.</th>
</tr>
</thead>
</table>
| 7b        | **Required readings:**  
|          | • DSM-5, pages 789 -792  
|          | • Psychoeducation on grief/bereavement and trauma and models for client intervention and readings will be provided this week.  
|          | **Recommended readings:**  
|          | **Module 7b**  
|          | Due on Saturday, 03/07/20 before 11:59 PM (CST)  
|          | **UNIVERSITY SPRING BREAK, Sunday, 03/08/20 - Sunday, 03/15/20** |
| 8a | Trauma- and Stressor-Related Disorders | Required readings:  
• DSM-5, pages 265 - 290  
Recommended readings:  
Due on Wednesday, 03/18/20 before 11:59 PM (CST)  
**FINAL RESEARCH PAPER DUE** |
| 8b | Neurocognitive Disorders: Delirium & Dementia | Required readings:  
• DSM-5, pages 519-643  
Recommended readings:  
Due on Wednesday, 03/18/20 before 11:59 PM (CST)  
*FINAL RESEARCH PAPER DUE* |
| 8c | SUBMIT FINAL PAPERS | SUBMIT FINAL SOCIAL WORK/BEHAVIORAL HEALTH RESEARCH PAPERS | Module 8c  
Due on Wednesday, 03/18/20 before 11:59 PM (CST)  
*FINAL RESEARCH PAPER DUE*  
(40 grading points)  
Submit on to Canvas via Unicheck |
| 8d | Final Paper Grading Continues  
Submit Course Evaluations | | Last Day of course FRIDAY, 03/20/20 at 11:59 PM (CST)  
*Course Evaluations Due* |

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/aao/fao/).

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 [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism](http://library.uta.edu/plagiarism/).

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.