A. Description of Course Content

Surveys major treatment alternatives, showing addictive behavior patterns such as alcohol/drug abuse or eating disorders. Student conducts field research of programs, practices interventions, and studies inpatient and outpatient treatment methods with emphasis on relapse prevention. Corequisite: SOCW 5325.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine 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

The emphasis in this course is on competencies 1, 6, 7, 8 and 9.

**EPAS core competencies and related advanced practice behaviors addressed in this course:**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Advanced practitioners working with mental health clients practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.

Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Advanced practitioners in mental health/substance abuse implement an effective decision-making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

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

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

- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

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

Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

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

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


Additional required readings such as chapters from other texts and research articles will be posted directly to Canvas - please consult course schedule for other required readings.

**Clinical Evidence and Best Practice e-databases:** The developing evidentiary base on mental health interventions contained in the Central Library e-databases Clinical Evidence and Best Practice will serve as another set of required “texts” in this course.

Other required course materials and readings are made available in Canvas.

D. Additional Recommended Textbooks and Other Course Materials


Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.) *Resources for Screening, Brief Intervention, and Referral to Treatment (SBIRT)*. Retrieved from https://www.samhsa.gov/sbirt/resources

E. Descriptions of Major Assignments and Examinations

- **Videos Introduction Post and Skills Video**: You will need to upload a brief video introduction post about yourself into Canvas. Additional information on what needs to be included in your post can be found on the assignment page in Canvas. **Skills Video** - You will be asked to upload 1 video to Canvas demonstrating your skills in using an intervention technique learned in class. I will be the only one who will see your video. The video will be based on you 1.) using MI or CBT in an individual or group format to address client ambivalence, craving or stress or 2.) demonstrate you working with a client on a relapse prevention or aftercare plan or 3.) will show you giving a client psychoeducation on a topic related to their recovery. Once you have posted your video, you will need to go into Canvas and critique (annotate) your video, highlighting the places you think you demonstrated your skills effectively and where you think that you have opportunities for improvement. I will also go through and offer feedback on your video as a part of your grade. You will receive more detailed instructions via Canvas.

- **Quizzes**: You will have an opportunity to complete 5 quizzes online. These quizzes will help you demonstrate your understanding of the important elements of the course material. Before taking each quiz, be sure to read and digest all assignments and material provided in the weekly learning module. Quizzes will have a variety of question types including multiple-choice, fill in the blank, short answer and short essay. The quizzes are not timed and you can use your course materials to complete the quizzes – but since these quizzes are “open book” you will be expected to use correct grammar, spelling and sentence structure, and completely answer all parts of each question in order to receive full credit. Study detailed assignment instructions are on the course platform. Addresses competencies 1,6,7,8, and 9.

- **Reaction/Reflection Posts**: You will submit a total of 2 “Reaction/Reflection Posts” in relation to the content that was covered in the prior modules. I am the only one who will see your Reflection Post. This is an opportunity to discuss how what you learned fit or didn’t fit with what you have learned in the past, or to discuss a topic that piqued your interest that you would like to learn more about. This assignment also gives you the opportunity to discuss how the course content relates to your life experiences, current job or field placement. You can also use part of your post as a vehicle in which you can communicate if there are areas of the class that you are struggling with, or if there are things that may be interfering with your learning experience.

  - **This post is not a summary of what you learned during the week**. Pick one or two things that really stood out to you to discuss and relate them back to your personal and professional experiences. There is no particular rubric for the reflection post, it is just an opportunity to you to reflect on what you have learned and how it may (or may not) be useful in your personal life or in your career as a social worker. The ability to be self-reflective is essential to competent social work practice. I’d like you to pay particular attention to things in the class that causes you to have a strong reaction and to think about what may be going on with you internally to elicit such a strong reaction.

  - Each post should be put into a Word document and be at least 1 full page single-spaced in length, but less than two single-spaced pages. When you are ready to submit your assignment: Under the "Assignment Submission" section, select "Browse My Computer," find your assignment document on your
computer, select it, and upload it, or if you prefer, copy it from your Word document directly into the Rich Text Editor. Please observe the UT Arlington School of Social Work Professional Standards when formulating and submitting your reflection. **Addresses competencies 1, 6, 7, 8, and 9**

- **Certificate Training:** You will have the opportunity to complete 2 independent training courses through the Addiction Technology Transfer Center. These are certificates that will assist you in job interviews to indicate you have additional training, notwithstanding what you will learn as you complete the work! These independent online trainings are accessed free of charge and can be found once you create an account and register with the site [https://healtheknowledge.org/](https://healtheknowledge.org/) You will need to upload the completed certificate to the assignment link in Canvas. The topics are SBIRT screening and Motivational Interviewing. Again, save these certificates so you can use them as documentation of extra training in an employment situation.

- **Discussion Boards** - There will be 5 Discussion Boards. You will not be able to view other’s posts until you post your original thoughts. If you have a blank post for your first post, that will be a zero. Unless otherwise stated in the module directions, initial posts must be at least 300 words and no more than 500 words. You are required to respond to at least 2 peers by the due date at midnight. Reply posts must be a minimum of 200 words - this assignment is intended to create a virtual discussion, rather than a "yes, I agree with you" type response. You are encouraged to post regularly throughout the week and respond to your group members who responded to your post for full credit. This is intended to create a virtual interactive discussion so reciprocal discussions are the intent of this assignment. If you agree then locate an article that supports your agreement and document it as an in-text citation using APA formatting. An example of a peer response will be provided in Canvas demonstrating an appropriate response. Posts must be substantive and related to course material. Personal opinions and anecdotes should be minimal unless indicated by the module directions. Each student will manage their posts and ensure they respond to questions from the instructor and peers. There are 5 Discussion Boards.

**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.

Your **engagement** with the course will be monitored to ensure you are successful. Statistics indicate students who stay engaged with the course on a regular and weekly (at a minimum) basis earn higher grades.

**Class participation includes:** regularly accessing the course in Canvas, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructors. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include but are not limited to failure to submit assignments in a timely manner, posting contents that are not supported by readings, not logging in at least twice weekly to Canvas and not using critical thinking skills. In borderline grade situations, Canvas access will count at the professor’s discretion.

**Additional requirements:** A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded
failing semester grade. Meaningful class participation is one of the requirements of the university.

G. Grading

There will be 2 videos, 2 certificate trainings, 5 Discussion Board posts 5 quizzes and 2 Reaction/Reflection papers. All are described above and will also be detailed in the appropriate Canvas module.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Video</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Skills Video</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>SBIRT Training Certificate</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Motivational Interviewing Training certificate</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Discussion Posts x5</td>
<td>25 ea</td>
<td>125</td>
</tr>
<tr>
<td>Quizzes x 5</td>
<td>20 ea</td>
<td>100</td>
</tr>
<tr>
<td>Reaction/Reflection Papers x2</td>
<td>150 ea</td>
<td>300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

A = 1000 - 900

B = 899 - 800

C = 799 - 700

D = 699 - 600

F = 599 and below

Extra Credit up to 25 points will be available but must be completed by the due date assigned in Canvas (TBD).

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 assigned material.
- Second, ask your question regarding the course materials through an email to the professor or the Ask the Instructor Link on Canvas. Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? … Does TUV relate to WXY in such and such a manner? … etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? … Do we have to answer all the questions in this assignment? … Why did I get a low grade? … Do we need to buy the book? … etc..”
- The course materials, assigned readings, powerpoints, and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully.
- The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be used to assess your major assignments on Canvas. This will help guide your work and understand your professor’s expectations.
- It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas.
• It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, and/or UTA’s English Writing Center.

**Recommendations:** Check Canvas at least twice a week to read the announcements, complete/submit assignments,

1. Communicate with your group, monitor your threads and review course materials posted by the instructor. Complete your readings. Take notes, watch videos as many times as needed to digest the material.

2. Present. Complete the assignments for each week. These are designated in the course outline in this document.

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

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

Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor Dean.Roper@UTA.edu or the post in your group or post on the "Ask the Instructor" tab on Canvas. Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below. An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes.

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**

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date.

In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. Points may be deducted. **YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT without prior approval.**

Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>

Introduction and theories of substance misuse.  
Substance abuse myths.  
Use of affirming/non-stigmatizing language.

**Reading**

- Faulkner & Faulkner Chapters 1, Chapter 5 (p. 77-81)  
- Standards for Social Work Practice with Clients with Substance Use Disorders  
- American Society of Addiction Medicine Public Policy Statement: Definition of Addiction (Long Version)  
- Confronting inadvertent stigma and pejorative language in addiction scholarship: a recognition and response  
  https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6042508/  
- Stigma  
  Substance Use Disorders: A Guide to the Use of Language- Why it Works  
  https://www.colleaga.org/sites/default/files/attachments/Languageofaddictionmedicineneg.pdf  
- Substance Use Disorders: A Guide to the Use of Language  
- Myths About Substance Use Disorders  
  https://www.ihs.gov/asap/patients/myths/  
- Challenging the brain disease model of addiction  
- Resource Guide: “Why Addiction is a “Disease”, and Why It’s Important”  
  https://www.samhsa.gov/sites/default/files/programs_campaigns/02_webcast_2_resources.pdf  
- Q: Is addiction a brain disease or a moral failing? A: Neither.  
  *Neuroethics*, 10(1), 115-124.  

**Assignments**

Introduction Video Post – Wednesday 1/26/20  
Introduce yourself to us using video recording preferably using Studio button in Canvas  
*See Module 2 for first discussion board assignment due 2/1/20 covering modules 1 & 2
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 2 | 1/28/20 | **What happens to the body when we use substances?**  
**Reading**  
- Faulkner & Faulkner Chapter 13  
- Chronic substance use and chronic effects on the brain (SAMHSA)  
- Health Consequences of Drug Misuse  
  [https://www.drugabuse.gov/related-topics/health-consequences-drug-misuse](https://www.drugabuse.gov/related-topics/health-consequences-drug-misuse)  
- How drugs affect your body  
- Video Act II: Biological Damage  
**Assignments**  
- Discussion Board 1: After completing the assigned readings for modules 1 & 2, and any other outside reading you might locate, discuss your opinion regarding the question “Is Addiction a Brain Disease”? Provide your opinion and Support your argument with references using APA formatting. (*maximum* 500 words)  
- Initial Post due by Saturday 2/1/20  
- Discuss and Reply to 2 peers. Due – 2/4/20 |
| 3 | 2/4/20 | **Intake and Assessment**  
**Reading**  
Faulkner & Faulkner Chapters 2 & 3  
**Assignments**  
Reaction Paper 1 - Due 2/11/20  
Quiz over Chapters 1, 2 & 3-Due 2/11/20 |
| 4 | 2/11/20 | **Diagnosis of Substance Use Disorders Unhealthy Substance Use SBIRT Model (Screening, Brief Intervention and Referral to Treatment)**  
**Reading**  
- Faulkener & Faulker Chapter 4  
- Video DSM-5 Diagnosis of Substance Use Disorders: What has Changed?  
  [https://vimeo.com/178256186](https://vimeo.com/178256186)  
- DSM5 p. 481-484, p. 541 (Diagnostic example using opioids)  
**Assignments**  
- Complete the SBIRT 3.5 hour training on HealtheKnowledge website and upload the certificate proof to the assignment tab. Complete by March 1, 2020  
SBIRT for Health and Behavioral Health Professionals  
<table>
<thead>
<tr>
<th>5</th>
<th>2/18/20</th>
<th>Principles of Trauma Informed Care and Treatment of Co-Occurring Substance Misuse and Mental Health Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Faulkner &amp; Faulkner Chapter 11 Integrated treatment of substance use disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trauma Informed Care Quick Guide for Clinicians (SAMHSA Tip 57) p. 3-32 (Trauma Informed Care: A Sociocultural Perspective) <a href="https://store.samhsa.gov/system/files/sma15-4912.pdf">https://store.samhsa.gov/system/files/sma15-4912.pdf</a></td>
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<td></td>
<td>Chapter 2 and Chapter 3 of the TIP 42 (SAMHSA Treatment Improvement Protocol) <a href="https://store.samhsa.gov/system/files/sma13-3992.pdf">https://store.samhsa.gov/system/files/sma13-3992.pdf</a></td>
<td></td>
</tr>
<tr>
<td><strong>Videos</strong></td>
<td>The Polyvagal Theory: The New Science of Safety and Trauma <a href="https://www.youtube.com/watch?v=br8-qebjlgs">https://www.youtube.com/watch?v=br8-qebjlgs</a></td>
<td></td>
</tr>
<tr>
<td><strong>Girls Night Out</strong></td>
<td>Abstract / Summary</td>
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<tr>
<td></td>
<td>With unprecedented intimate access, Girls’ Night Out approaches the prevalent and dangerous culture of binge drinking and young women, with the eye of a reporter, the curiosity of an anthropologist, and the sometimes wounded heart of a teenage girl.</td>
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<td><a href="https://searchalexanderstreetcom.ezproxy.uta.edu/view/work/bibliographic_entity%7Cvideo_work%7C4012868?source=playlist">https://searchalexanderstreetcom.ezproxy.uta.edu/view/work/bibliographic_entity%7Cvideo_work%7C4012868?source=playlist</a></td>
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<tr>
<td><strong>Assignments</strong></td>
<td>Quiz #2 – over module 4 and 5 Due 2/25/20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>2/25/20</th>
<th>Interventions for Substance Use Disorders - Part I Stages of Change, Motivational Interviewing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Faulkner &amp; Faulkner - review pages 36-39, 84 What is Motivational Interviewing?</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>Complete and obtain a certificate for Motivational Interviewing the course is titled UCLA-Tour of Motivational Interviewing Due by April 30 <a href="https://healtheknowledge.org/course/view.php?id=380">https://healtheknowledge.org/course/view.php?id=380</a></td>
<td></td>
</tr>
</tbody>
</table>
| Day | Date | Interventions for Substance Use Disorders - Part II  
|     |      | Cognitive and Behavioral Approaches  
|     |      | **Reading**  
|     |      | · Cognitive Behavioral Therapy for Substance Use Disorder  
|     |      | Faulkner & Faulkner Chapter 6 and p. 81-87  
|     |      | · Cognitive Behavioral Therapy Part 1 – An Overview  
|     |      | · Video- You don’t have to believe everything you think!  
|     |      | https://www.youtube.com/watch?time_continue=1&v=IEsYiCDoJks&feature=emb_logo  
|     |      | · Cognitive Behavior Therapy for Substance Use Disorders: From Theory to Practice  
|     |      | https://www.youtube.com/watch?time_continue=3&v=Orh9jfWyGAY&feature=emb_logo  
|     |      | **Assignments**  
|     |      | Quiz due 3/10/20  
| 7   | 3/3/20 | Spring Break - No Class - Have some fun!!!!  
| 8   | 3/10/20 | Interventions for Substance Use Disorders - Part III  
|     |      | Group Intervention Approaches  
|     |      | · Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment  
|     |      | https://www.youtube.com/watch?v=1n2QZlheuzc  
|     |      | **Reading**  
|     |      | Faulkner & Faulkner Chapter 7  
|     |      | **Assignments**  
|     |      | Discussion Board and Peer Response- Due 3/24/20  
|     |      | After watching the video for this module respond to DB questions:  
|     |      | 1. What are the warning signs of suicidal potential discussed at the beginning of the video?  
|     |      | 2. During the interviews, discuss the specific attending skills demonstrated by the counselor.  
|     |      | 3. What questions did the interviewer ask to elicit information? Are the closed or open ended?  
|     |      | 4. List the Risk Factors that the client revealed (Direct and Indirect).  
|     |      | 5. Discuss how the counselor used supervision. What was helpful and why?  
|     |      | 6. Discuss how did the counselor established a safety plan  
| 9   | 3/17/20 | Interventions for Substance Use Disorders - Part IV  
|     |      | Medication Assisted Therapy & Harm Reduction Strategies  
|     |      | **Reading**  
|     |      | Lassiter & Culberth Chapter 12 p. 235-244  
|     |      | Medication-Assisted Treatment of Opioid Use Disorder (SAMHSA)  
|     |      | **Assignments**  
|     |      | Quiz 3/31/20  
| 10  | 3/24/20 | Discharge Planning and Relapse Prevention  
|     |      | **Reading**  
|     |      | Faulkner & Faulkner Chapters 9 & 10  
|     |      | **Assignments**  
|     |      | Reaction/Reflection paper due 4/7/20  
<p>| 11  | 3/31/20 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>4/14/20</td>
<td>Treatment Considerations for Specific Populations Part I</td>
<td>Principles of Adolescent Substance Use Disorder Treatment: A Research Based Guide (NIDA) Substance abuse among older adults Faulkner &amp; Faulkner p. 175, 180</td>
<td>Discussion Board 4/21/20</td>
</tr>
<tr>
<td>14</td>
<td>4/21/20</td>
<td>Treatment Considerations for Specific Populations Part II Integrating identity into treatment through the consideration of gender, race, ethnicity, culture and SOGIE</td>
<td>Faulkner &amp; Faulkner, Chapter 12 ATTC Cultural Competence: A Modality for Practice (SAMHSA) Chapter 2 Cultural issues working with LGBTQ individuals p. 15-27 (SAMHSA) Addressing gender specific service needs of women with SUDS Faulkner &amp; Faulkner Chapter 5 (p. 81-87)</td>
<td>Quiz 4/28/20</td>
</tr>
<tr>
<td>16</td>
<td>5/3/20</td>
<td>Last Week of Class - Wrap up and evaluations</td>
<td></td>
<td>Skills Video – 5/5/20</td>
</tr>
</tbody>
</table>

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

**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/aoa/faq/).

**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:

<table>
<thead>
<tr>
<th>The Office for Students with Disabilities, (OSD)</th>
<th><a href="http://www.uta.edu/disability">www.uta.edu/disability</a></th>
<th>or calling 817-272-3364.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at <a href="http://www.uta.edu/disability">www.uta.edu/disability</a>.</td>
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<tr>
<th>Counseling and Psychological Services, (CAPS)</th>
<th><a href="http://www.uta.edu/caps/">www.uta.edu/caps/</a></th>
<th>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.</th>
</tr>
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</table>

**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.*

**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 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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and 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.