Semester/Year: Spring 2020  
Course Title: Seminar in Family Therapy  
Course Prefix/Number/Section: SOCW 5369 (formerly SOCW 6353)-006 and 007  
Instructor Name: Pamela Fox, PhD, LCSW-S  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: N/A  
Office Number: Room 211  
Phone Number: 817-272-3181 (Office Phone)  
Email Address: pamela.fox@uta.edu  
Office Hours: Via phone, by appointment  
Day and Time of Class (if applicable): Online  
Location: Online

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.  
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Description of Course Content

Comparison of various approaches to working with the family as a total system; enhancement of cognitive understanding of similarities and differences in theory and goals of family treatment in many fields of practice; integration of strategies and techniques of each method into an individual style of therapy. Prerequisite: 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, this course addresses 9 competencies.
Competency 1: Demonstrate Ethical and Professional Behavior

Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.

Advanced social workers in children and families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

Competency 2: Engage Diversity and Difference in Practice

Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

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

Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”

Advanced social workers in children and families recognize disparities in the distribution of resources across families.

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

Advanced social workers in children and families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.

Advanced social workers in children and families develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

Competency 5: Engage in Policy Practice

Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families.

Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families.

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

Advanced social workers in children and families effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

Advanced social workers in children and families will be able to understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.

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

Advanced social workers in children and families use multidimensional bio-psycho-social-spiritual assessment
tools.

Advanced social workers in children and families assess the quality of interactions between family members within their social environment.

Advanced social workers in children and families will be able to compare and assess the various etiology and interventions relevant to children and families.

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

Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.

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

Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research and use evaluation of the process and/or outcomes to develop best practices with children and families.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


**The UTA Libraries- American Psychological Association’s APA's Guide (Based on the 6th Edition):**  
https://libguides.uta.edu/apa


Nelson, T. S. and Students (n.d.) *Major marriage and family therapy models*.


E. Descriptions of Major Assignments and Examinations

Course Requirements: THIS COURSE NECESSITATES CONSIDERABLE READING AND WRITING

The first day of this course is Tuesday, 01/21/20. The last day of this course is Friday, 03/20/20.

This course requires that you rent and view three (3) Family-oriented movies (available online via
Kanopy Movie Streaming or for a nominal cost via Hulu, Netflix, Amazon or elsewhere):

- Movie #1: "Long Life, Happiness and Prosperity" (Not Rated, 2002) - write about the various Chinese-Canadian families

And also pick two (2) of these other movies (for your Movies #2 and #3):

- "Fences" (Rated PG-13, some language, 2016) - only write about the primary biological family (Maxson)
- "Lion" (Rated PG-13, 2016) - write about both the biological (Munshi Khan) and adoptive (Brierley) families
- "Collateral Beauty" (Rated PG-13, 2016) - only write about the primary biological family (Inlet)
- "War Room" (Rated PG, 2015) - write about the biological and extended family member(s) (Jordan & Miss Clara)

NOTE: What is the significance of the movie's title?

To Prevent plagiarism (intellectual property theft): REMEMBER: ALL OF THESE MOVIES ARE COPYRIGHTED, AND MUST BE LISTED IN YOUR PAPER'S IN-TEXT CITATIONS AND REFERENCE LISTS.

Active Learning Environment/Classroom: Advance Micro-Practice Skills

Practice related skills will be presented via PowerPoint presentations, and modeled via movies that you will view on your own. The family therapy skill sets are designed to provide a common foundation of skills needed for advanced micro-practice. These will include assessment methods, practice situations, interventions and change methods, and problem solving. However, these will not be included in all class sessions. Class participation is expected via the weekly assignments described below.

All classroom communication, discussion and activities, are to conform with the principles of the National Association of Social Workers (NASW) Code of Ethics, including respect for faculty and student colleagues, and the maintaining of the participants' confidences within the classroom learning environments, and case confidences, if these occur, from either past or current employment, field practicum, or other content or experiences.

The weekly assignments below will necessitate the use of your critical thinking skills: clarifications, rationale, evidence, viewpoints and perspectives, implications and consequences, question answering, and will include concepts from your assigned textbooks and other course materials.

THE BASIC ASSIGNMENTS FOR THIS COURSE ARE: Textbook readings and review of other course materials, weekly tasks/assignments, the Mid-Term Family System Assessment Paper and the Final Family Systems Assessment & Treatment/Intervention Paper.

PART 1: Read Textbooks and other course materials regarding the following major marriage and family models. This knowledge is an essential part of your class participation grade.

Also, please READ the "Major Marriage and Family Therapy Models" Handout (by Thorana S. Nelson & Students), which will discuss the information below:

- Structural Family Therapy
- Strategic Family Therapy
- Strategic Family Therapy (Haley & Madannes)
• Milan Family Therapy
• Solution-Focused Brief Family Therapy
• Narrative Family Therapy
• Cognitive-Behavioral Family Therapy (CBT)
• Contextual Family Therapy
• Psychoeducational Family Therapy
• Experiential Family Therapy
• Emotionally Focused Family Therapy

PART 2A: Do Self-Introduction/Class Participation, Review the Syllabus, do initial readings and submit one paragraph Affirmation Verification Statement (that will be provided by your Professor/Instructor). This Assignment will be worth 5 grading points.

PART 2B: Answers to Questions regarding the families from Movie #1 - "Long Life, Happiness and Prosperity":

As directed, view and answer questions on selected Movie #1: "Long Life, Happiness and Prosperity", and answer the culturally contextualized (Chinese-Canadian families) questions based on the movie. Write and submit your WORD document on to Canvas. APA style is NOT required for these assignments.

These assignments will be worth 5 grading points each.

PART 2C: Brief Written Reading Summaries (of the readings only, NOT of the PowerPoint presentations) & Reflection (of your thoughts and feelings about the readings) Papers, as requested. These Summary/Reflection Papers will be a three (3) page, double spaced WORD document, submitted on to Canvas.

APA style formatting will be required (for practice, practice, practice): i.e., cover page, running heads, page numbers, headings, in-text citations, relevance/implications for social work/family therapy practice, and quality references (including textbook), submitted as a WORD document on to Canvas.

Your Brief Written Summary & Reflection Paper will be worth 5 grading points.

PART 2D: Affirmation Verification Statements/Class Participation

On designated weeks, you will submit your one paragraph, written Affirmation Verification Statement, as a WORD document on to Canvas, verifying that you have completed the weekly readings and course assignments, and/or are working on your major papers. APA style is NOT required for this assignment.

These statements are considered as class participation, and will be worth 5 grading points each.

PART 3: MID-TERM PAPER: Family System Assessment (Assessment ONLY, no interventions/treatment) - Based on your viewing and notetaking of your selected Movie #2
Your Mid-Term Family System Assessment Paper will be based on ONE of the family oriented movies listed above. This assignment is NOT a movie review/critique. These movies are available online via Kanopy Movie Streaming or for a nominal cost via Hulu, Netflix, Amazon or elsewhere.

Your Family System Assessment (meaning: WHAT'S GOING ON WITH THE FAMILY?) will be based on ONE of the following family oriented movies, i.e., "Fences", "Lion", "Collateral Beauty" or "War Room". Your Mid-Term Family System Assessment Paper will briefly discuss the "family" (the main movie characters), and then you will apply ONE family theory and ONE family assessment model.

The Mid-Term Family System Assessment Paper's page length will be no less and no more than the maximum 10 content pages (which does NOT include your cover page, abstract or reference pages) with 8-10 references. Do create a WORD document with 12 point, Times New Roman font throughout (including the running head), double-spaced, with APA style formatting: cover page, running heads, page numbering, abstract, headings & sub-headings, in-text citations, relevance & implications for social work and family therapy practice, and quality, evidence-based research references

Again, your family system assessment ("what's going on?") will be YOUR assessment of your selected (movie) family.

Your Mid-Term Family Systems Assessment Paper will be worth 30 grading points.

PART 4: FINAL PAPER: Family System Assessment & Intervention/Treatment Paper - Based on your viewing and notetaking of your selected Movie #3

Your Final Paper will be based one ONE of the family oriented movies listed above. DO NOT USE THE SAME MOVIE THAT YOU USED FOR YOUR MID-TERM PAPER (or Canvas will recognize it as self-plagiarism).

These movies are online via Kanopy Movie Streaming or for a nominal cost via Hulu, Netflix, Amazon, or elsewhere.

The Family System Assessment & Intervention/Treatment Paper ("what's going on?' and "how will YOU help them, as a social worker/family therapist?") will briefly discuss the "family" (main movie characters) and their family dynamics, vis-a-vis, ONE selected family therapy model, including the model's leaders, therapy assumptions and concepts, family assessment processes, family therapy goals, the roles of the social worker/family therapist, interventions/treatment, change processes, social worker's/therapist's skillful use of self, and the family therapy termination processes.

Your Final Family System Assessment & Intervention/Treatment Paper will be no less than and no more than the maximum 12 content pages (content pages do NOT included the cover page, the abstract, or the reference pages) with 10-12 references. Do create a WORD document with 12 point, Times New Roman font throughout (including the running head), double-spaced, with APA style formatting: cover page, running heads, page numbering, abstract, headings & sub-headings, in-text citations, relevance & implications for social work and family therapy practice, and quality, evidence-based research references.

Your Final Family System Assessment & Intervention/Treatment Paper will be worth 40 grading points.

In your Mid-Term and Final Papers, the foci will be on your description of the culturally specific, family systems dynamics of the (main movie characters) family members.
You, as the social work student/family therapy student, will pick:

- For use with Movie #2 and the Mid-Term Paper: ONE theory and ONE Assessment Model
- For use with Movie #3 and the Final Paper: ONE theory, ONE Assessment Model and ONE intervention/treatment model. DO NOT use the same theory, assessment and intervention/treatment model that you used in your Mid-Term Paper

As a visual example, Mid-Term and Final Paper Templates will be provided at a later date.

Your assessments and interventions MUST BE those that are discussed in the course materials. Your Mid-Term and/or Final Paper will be deemed unacceptable, if you include an "outside" theory and assessment model in your Mid-Term Paper, and/or an "outside" theory, assessment and intervention/treatment model in your Final Paper, i.e., anything that is not included in the course materials.

REMININDER: Your Brief Written Summary & Reflection Paper, and your Mid-Term and Final Papers MUST include APA style formatting!!

BASIC PAPER-GRADING MATRIX for Graduate Social Work Students:

- APA Style Formatting
- Organization
- Spelling/Grammar/Punctuation

Furthermore, for paper grading:

1. How well were practice theories, skills, and research knowledge included and well referenced in APA style? Was an evidence informed practice approach present? Was the theory comprehensive and substantial? Were the described interventions appropriate from the course materials?
2. Did the paper identify, discuss and support, with literature sources, the issues (such as, professional values and ethics, diversity and social justice) from each model? How well were these discussed?
3. Did this paper demonstrate comprehensive knowledge and mastery of the professional knowledge appropriate for a GRADUATE LEVEL RESEARCH PAPER, formatted in APA style, with NO spelling typos, or grammatical or punctuation errors, and with a cover page and references included?

DO THOROUGHLY PROOFREAD and USE SPELL CHECK BEFORE SUBMITTING YOUR PAPERS!!

***DO NOT INCLUDE THE POWER POINT PRESENTATIONS IN YOUR IN-TEXT CITATIONS, NOR ON YOUR REFERENCE LISTS. THESE ARE CONSIDERED COURSE MATERIALS ONLY, PROVIDED TO ENHANCE YOUR LEARNING PROCESS.

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<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Part 2B: Answers to Questions about the families from Movie #1: &quot;Long Life, Happiness and Prosperity&quot;</td>
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<tr>
<td>Part 2C: Brief Written Reading Summary and Reflection Papers</td>
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<tr>
<td>Part 2D: Affirmation Verification Statements/Class Participation</td>
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<td>Part 3: Mid-Term Paper: Family System Assessment</td>
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<td>Part 4: Final Paper: Family System Assessment &amp; Intervention/Treatment</td>
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<td>TOTAL</td>
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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,

in this 8 week ONLINE course, please note that it is important and expected for future social work practitioners to be punctual in class participation, which includes turning in your assignments ON TIME for grading, AND ONLY ON TO CANVAS, UTA's official learning management system.

DO NOT SUBMIT YOUR ASSIGNMENTS TO THIS PROFESSOR/INSTRUCTOR VIA EMAIL, or they will NOT be graded (grade zero).

Late assignments will only be accepted in the case of extreme emergency/hardship/very extenuating circumstances (e.g., personal illness, death in the family, etc.), and only with written proof of the emergency/hardship/very extenuating circumstances, and late assignment submission will only occur with the permission of the professor/instructor.

**ONLY use UTA's Canvas Learning Management System: a virtual learning environment, for the review of your weekly assignments, and for the submission of your assignments/papers for grading.

G. Grading

BASIC PAPER GRADING RUBRICS:

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

Furthermore, for grading:

1. APA style formatting, including cover page, running head, page numbering, headings, in-text citations and quality, evidence based references. Abstract and sub-headings will certainly be needed with your Mid-Term and Final Papers
2. Correct page length - not too short and not too long - with all in-text citations and research references cited
3. In-depth topic content
4. Implications for social work (NASW) and family therapy (AAMFT) practice

REMEMBER: The grades that you get - are the grades that YOU earn! To get an "A", you have to earn an "A"!

GRADING SCALE:

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THE TOTAL GRADING POINTS AVAILABLE FOR THIS COURSE ARE 100 POINTS

Please note that for social work students, you will not earn credit for this course if your final grade falls below a "C". You must earn a "C" or above for credit for this course. Also, social work students must maintain an overall "B" grade point average.

Students are expected to keep track of their own performance throughout the semester, and seek guidance from available sources (including the professor/instructor), if your performance drops below satisfactory levels. Please 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

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 in those cases, make-up assignments will occur only with the permission of this professor/instructor. Written documentation of the emergency/hardship/very entenuating circumstances will be required.

I. Course Schedule

**As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternative but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.**

REMEMBER the following two different definitions:

- **Theory:** - scientific principles/ideas/concepts used to explain things and phenomena
- **Therapy:** - treatment/interventions intended to relieve or heal a condition

Theory and Therapy are NOT the same thing!

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Dates</th>
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<td>Week</td>
<td>Topic</td>
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<td>Write/Submissions</td>
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| 1    | *Introduction to Family Treatment and Family Systems Development | **Read:** Your Syllabus/Learning Agreement  
**Review:** The PowerPoint presentation and other course materials  
**Buy/Rent:** Your textbooks  
**See & Take Notes:** Movie #1 - "Long Life, Happiness and Prosperity" and take notes  
**Write/submit as a WORD document:** Your Self-Introduction and Affirmation Verification Statement (a paragraph that will be provided by your Professor/Instructor) on to Canvas (required), and read the syllabus/learning agreement - for 5 grading points | | Canvas Saturday, 01/25/20 before 11:59 PM (CST) |
| 2    | *Multi-Cultural Assessment, Gender/Feminist Theory & Family Development | **Read:** Nichols - Chapter 1 (Foundations of Family Therapy) & 2 (Evolution of Family Therapy)  
**Read:** Smith & Hamon - Introduction, Chapter 6 (Human Ecological Theory) and 9 (Feminist Family Theory)  
**See & Take Notes:** on your focus movies (Movies #2 & #3) for your future Mid-Term and Final Papers  
**Review:** PowerPoint presentation  
**Write/submit as a WORD document:** Your answers to the questions from Movie #1 - "Long Life, Happiness and Prosperity" - for 5 grading points | | Canvas Saturday, 02/01/20 before 11:59 PM (CST) |
| 3    | *Review of Family Systems Assessment and Family Systems Theory | **Read:** Walsh article  
**Read:** Doherty and Baptiste article  
**Read:** Smith & Hamon - Chapter 5 (Family Systems Theory)  
**Review:** PowerPoint presentation and other course materials  
**Write/submit as a WORD document:** Your answers to the questions from Movie #1 - "Long Life, Happiness and Prosperity" - for 5 grading points | | Canvas Saturday, 02/08/20 before 11:59 PM (CST) |
| 4    | *Therapy/Treatment Planning, Readiness, Evaluation & Selection | **Read:** Smith & Hamon - Chapter 4 (Family Stress Theory)  
**Review:** PowerPoint presentations  
**Write/submit as a WORD document:** Your Affirmation Verification Statement (that will be provided by your Professor/Instructor) - for 5 grading points  
*Your Mid-Term Family Assessment Paper will be due next week* | | Canvas Saturday, 02/15/20 before 11:59 PM (CST) |
| 5    | *Cognitive & Behavioral Family therapy and Social Exchange Theory | **Read:** Nichols - Chapter 10 (Cognitive-Behavioral Family Therapy)  
**Read:** Smith & Hamon - Chapter 8 (Social Exchange Theory)  
**Review:** PowerPoint presentation  
**Write and submit as a WORD document on to Canvas via Unicheck:** Your MID-TERM FAMILY SYSTEM ASSESSMENT PAPER (APA STYLE REQUIRED) - for 30 grading points  
DO NOT EMAIL YOUR MID-TERM PAPER to this Professor/Instructor!! | | Canvas Saturday, 02/22/20 before 11:59 PM (CST) |
| 6a | *Structural Family Therapy & Structural Functionalism Theory | **Read:** Nichols - Chapter 7 (Structural Family Therapy)  
**Read:** Smith & Hamon - Chapter 2 (Structural Functionalism Theory)  
**Review:** PowerPoint presentation  
**Write and submit as a WORD document:** Your Brief Reading Summary & Reflection Paper (three (3) pages and APA style required) - for 5 grading points | Due on to Canvas Saturday, 02/29/20 before 11:59 PM (CST) |
|----|----------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| 6b | *Strategic & Solution Focused Brief Therapy and Conflict Theory | **Read:** Nichols - Chapter 6 (Strategic Family Therapy) & 12 (Solution-Focused Therapy)  
**Read:** Smith & Hamon - Chapter 7 (Conflict Theory)  
**Review:** PowerPoint presentation | |
| 7a | *Psychoeducational Family Therapy and Biosocial Theory | **Read:** Nichols - Chapter 11 (Family Therapy in the 21st Century)  
**Read:** Smith & Hamon - Chapter 10 (Biosocial Theory)  
**Review:** PowerPoint presentation  
**Write and submit as a WORD document:** Your Affirmation Verification Statement, verifying that you have completed this module and are working on your Final Paper - for 5 grading points | Due on to Canvas Saturday, 03/07/20 before 11:59PM (CST) |
| 7b | *Family Preservation & Family Development Theory | **Read:** Smith & Hamon - Chapter 3 (Family Development) and Re-read Chapter 4 (Family Stress Theory)  
**Review:** PowerPoint presentation | |
| 8a | *Social Constructivist & Symbolic Interactionism Theory, and Narrative Family Therapy | **Read:** Nichols - Chapter 13 (Narrative Therapy)  
**Read:** Smith & Hamon - Chapter 1 (Symbolic Interactionalism Theory)  
**Review:** PowerPoint presentation | FINAL PAPER DUE on to Canvas via Unicheck |
| 8b | **Family Therapy Termination**  
**FINAL PAPER DUE this week** | **Read:** Nichols - Chapter 8 (Experiential Family Therapy) and Chapter 15 (Research on Family Intervention)  
**Review:** PowerPoint presentation  
**WRITE and SUBMIT as a WORD Document:** YOUR FINAL FAMILY SYSTEM ASSESSMENT & INTERVENTION/TREATMENT PAPER (APA STYLE REQUIRED) on to Canvas via Unicheck - for 40 grading points  
DO NOT EMAIL YOUR FINAL PAPER to this Professor/Instructor!! | FINAL PAPER due on to Canvas via Unicheck Wednesday, 03/18/20 before 11:59 PM (CST) |
| 8c | **Course Evaluations Due and Final Paper Grading Continues** | Final Paper grading continues.  
PLEASE SUBMIT your online course evaluations before 03/20/20  
**Spring 2020 Semester ends on Friday, 03/20/20** | Course ends on Friday, 03/20/20 at 11:59 PM (CST) |
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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

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

**K. Grade Grievances**


**L. Student Support Services**

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

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

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

**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](http://www.uta.edu/library/services/distance.php)

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

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