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.

**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.

**C. Required Textbooks and Other Course Materials**


https://libguides.uta.edu/apa**

And other journal articles and book chapters as assigned in class.

**D. Additional Recommended Textbooks and Other Course Materials**


**E. Descriptions of Major Assignments and Examinations**

**NOTE: THIS COURSE NECESSITATES CONSIDERABLE READING AND WRITING**
**Brief Reflection Papers**

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

**WRITE/SUBMIT:** Every week (with two exceptions - mid-term and final weeks), please write a 3 page, double spaced paper to document/summarize your reflections about the readings regarding eight (8) different mental/behavioral health topics. APA (2019, 2020, 7th edition) will be required.

- **TOPIC/Week #1:** Social Work & Mental/Behavioral Health Care with Clients - Self introduction, discuss this week's topic/recovery, and relevance to social work practice
- **TOPIC/Week #2:** Mood Disorders - Discuss this week's topic, recovery, and relevance to social work practice
- **TOPIC/Week #3:** Anxiety Disorders - Discuss this week's topic, recovery, and relevance to social work practice
- **TOPIC/Week #4:** Sexual Disorders - Discuss this week's topic, recovery, and relevance to social work practice
- **TOPIC/Week #5:** Eating Disorders - Discuss this week's topic, recovery, and relevance to social work practice
- **Week #6: MID-TERM SOCIAL WORK/BEHAVIORAL HEALTH MID-TERM PAPER DUE**
- **TOPIC/Week #7:** Substance Use Disorders and Co-Morbidities - Discuss this week's topic, recovery, and relevance to social work practice
- **TOPIC/Week #8:** Grief/Bereavement and Trauma - Discuss this week's topic, recovery, and relevance to social work practice
- **TOPIC/Week #9:** Delirium and Dementia - Discuss this week's topic, recovery, and relevance to social work practice
- **Week #10: FINAL SOCIAL WORK/BEHAVIORAL HEALTH FINAL PAPER DUE**

For skills practice, APA style (2019, 2020, 7th ed.) will be required (in-text citations, headings/sub-headings, and references) with these brief reflection papers.

Be sure to include short elements about clients’ recovery, and relevance to social work practice.

Each paper (Brief Reflection Papers #1, #2, #3, #4, #5, #7, #8, #9) will count toward a portion of your final grade. Each reflection paper should include a logical presentation of information and evidence from the readings to demonstrate your learning, along with, the originality and clarity of your writing. Again, please follow the APA format for writing style, referencing, etc. **These reflection papers will be worth 8 points each.**

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**Two (2) Major Social Work/Behavioral Health Research Papers** (Objective 1-6)

Their will be two (2) Major Social Work/Behavioral Health Research Papers. They will pull together the information from the course materials and readings. The major research papers address Student Learning Outcomes 1-4, and 6, especially Objectives 2, 4, and 5.

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- **Module/Week #6 - Major Social Work/Behavioral Health Research Paper #1 (Mid-Term Paper - ASSESSMENT ONLY), AND**
- **Module/Week #10 - Major Social Work/Behavioral Health Research Paper #2 (Final Paper - ASSESSMENT & TREATMENT/INTERVENTIONS)**
For the writing of the Mid-Term and the Final Papers, you will be a Social Work Student Intern, who assumes the role of a trainer for a hypothetical (NOT a REAL AGENCY) local community mental/behavioral health agency. In each research paper, you will inform the clinical staff about working with a client (NOT a REAL CLIENT) who is living with one (1) particular type of mental/behavioral health disorder/condition (one type of mental health disorder/condition for the ASSESSMENT ONLY mid-term paper, and a different type of mental health disorder/condition for the ASSESSMENT AND TREATMENT/INTERVENTION final paper, i.e., the associated treatment interventions.

In these papers, you must discuss the essential and advanced skills necessary for the clinicians.

In your papers, you must provide:

(a) an overview of your hypothetical community mental/behavioral health agency

(b) a biopsychosocial-cultural-spiritual assessment and ethical issues (MID-TERM ONLY),

(c) a biopsychosocial-cultural-spiritual assessment, ethical issues, and treatment intervention methods for the disorder/condition (FINAL PAPER), and

(d) any other elements that are essential for working with the client who is living with this particular type of mental/behavioral health disorder/condition, such as, client’s age, gender, ethnicity, philosophical or theological perspectives, and personal orientations (MID-TERM & FINAL PAPERS).

(e) implications and relevance to social work practice (MID-TERM & FINAL PAPERS)

The final paper should contain the most relevant materials to justify your selection of assessment tools, intervention methods, possible medications, ethical issues, and maintenance strategies.

For both your Mid-Term and Final Papers: Reference pages/list of sources, in-text citations, main headings and sub-headings, cover page, page numbers and an abstract must be included with your papers (using APA, 2020, 7th edition style formatting).

The following is a possible outline for the presentation:

Part 1: Discussion of the hypothetical community mental/behavioral health agency

Part 2: Biopsychosocial-cultural-spiritual assessment about a client (NOT a REAL CLIENT) who has a particular mental/behavioral health concern at your hypothetical (NOT a REAL AGENCY) agency

Part 3: Description of the particular mental/behavioral health condition, its diagnostic criteria, assessment tools, validity and reliability of viable assessment options (MID-TERM & FINAL PAPER)

Part 4: The various elements or stages of the treatment intervention approach, and the validity and reliability of viable treatment intervention options (FINAL PAPER ONLY)

Part 5: Implications and relevance to Social Work Practice

Major Paper #1 (Mid-Term Paper) - Due SATURDAY, 07/18/20 before 11:59 PM (CST) on to Canvas via Unicheck. This paper will be worth 16 points.

Major Paper #2 (Final Paper) - Due THURSDAY, 08/11/20 before 11:59 PM (CST) on to Canvas via Unicheck. This paper will be worth 20 points.
Your MID-TERM SOCIAL WORK/BEHAVIORAL HEALTH RESEARCH PAPER have 10 content pages (minimum and maximum content page length), plus cover page, abstract, and reference pages (with at least 8 references, including your one textbook).

- Major Paper #1 (Mid-Term Paper) - Due SATURDAY, 07/18/20 before 11:59 PM (CST) on to Canvas via Unicheck. This paper will be worth 16 points.

Your FINAL SOCIAL WORK/BEHAVIORAL HEALTH RESEARCH PAPER have (12) content pages (minimum and maximum content page length), plus cover page, abstract and reference pages (with at least 10 references, including your one textbook).

- Major Paper #2 (Final Paper) - Due THURSDAY, 08/11/20 before 11:59 PM (CST) on to Canvas via Unicheck. This paper will be worth 20 points.

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Grading Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Reflection Papers</td>
<td>64</td>
</tr>
<tr>
<td>Mid-Term Social Work/Behavioral Health Research Paper</td>
<td>16</td>
</tr>
<tr>
<td>Final Social Work/Behavioral Health Research Paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Grading Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section, please note that this is an 11 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/times. Late submission of assignments will incur a grade penalty, except in cases of extreme emergency/hardship (e.g., personal illness). These exceptions will then only be permitted by the permission of the professor/instructor, and will require written documentation of the emergency/hardship.

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

G. Grading

Grading

Paper Grading Rubrics for ALL written assignments:
• APA 2020, 7th edition style required (including headings, sub-headings, in-text citations and research references, etc.)
• Correct page length, as specified, with all research references cited
• Please DO NOT cite instructor's/professor's PowerPoint presentations in references or in-text citations, as these are considered to be Course Materials
• Eight Reflection Papers and Two Major Research Papers => In depth topical content

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

Grading Scale:

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

Students are expected to keep track of their performances 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, and then only with the permission of the professor/instructor. Written documentation of the emergency/hardship will be required.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topics</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Workers and Mental/Behavioral Health Client: Definitions, Themes, Concepts, Research, Social Context, &amp; Assessment of Mental Disorders.</td>
<td>See details below</td>
<td>Brief Reflection Paper Week #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due on SATURDAY, 06/13/20 before 11:59 PM (CST) for 8 grading points</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Due Date</td>
<td>Grading Points</td>
</tr>
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</tr>
<tr>
<td>2</td>
<td>Mood Disorders: Assessment and Treatment</td>
<td>SATURDAY, 06/20/20 before 11:59 PM (CST)</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Anxiety Disorders: Assessment and Treatment Interventions</td>
<td>SATURDAY, 06/27/20 before 11:59 PM (CST)</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Sexual Disorders</td>
<td>SATURDAY, 07/04/20 before 11:59 PM (CST)</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Eating Disorders</td>
<td>SATURDAY, 07/11/20 before 11:59 PM (CST)</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>(Mid-Term): Thought Disorders: Assessment and Treatment of Schizophrenia and Psychoses</td>
<td>SATURDAY, 07/18/20 before 11:59 PM (CST)</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Substance Use Disorders and Co-Morbidities</td>
<td>SATURDAY, 07/25/20 before 11:59 PM (CST)</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Grief/Bereavement and Trauma</td>
<td>SATURDAY, 08/01/20 before 11:59 PM (CST)</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Delirium and Dementia</td>
<td>SATURDAY, 08/08/20 before 11:59 PM (CST)</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>(Final): SOCIAL WORK/BEHAVIORAL HEALTH RESEARCH PAPER #2 (Final Paper) and STUDENT COURSE EVALUATIONS DUE</td>
<td>TUESDAY, 08/11/20 before 11:59 PM (CST)</td>
<td>20</td>
</tr>
</tbody>
</table>
THE FIRST DAY OF THIS COURSE: MONDAY, 06/08/20 at 8:00 AM (CST)

- **Module 1/Week 1: Social Workers and Mental/Behavioral Health Client: 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; 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 V; Racial, Ethnic, and Cultural Issues

Required readings:


Other Resources (read one):


**SUBMIT** (as a WORD document): One (1) paragraph, double spaced Self-Introduction (Name, hometown, career vision, hobbies/interests, attached with two (2) page, double spaced summary of your readings. For practice, APA style will be required for this and future written reflections. Due on SATURDAY, 06/13/20 before 11:59 PM (CST) on to Canvas. DO NOT email. This assignment will be worth 8 points.

- **Module 2/Week 2: Mood Disorders: Assessment and Treatment**

- Clients with Depression; Multiple Dimensions of Assessment; Effective Treatment

Required reading:

Other Resources (read two):


Submit a three (3) page, double spaced reflection paper regarding your readings. APA style required. This paper will be due on SATURDAY, 06/20/20 before 11:59 (CST) on to Canvas. DO NOT email. This assignment will be worth 8 points.

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Module 3/Week 3: Anxiety Disorders: Assessment and Treatment Interventions

- Explanatory Theories: The Learning and Maintenance of Fears; Assessment and Interventions; Effective Treatments

Required Reading:


Other Resources (read two):

Submit a three (3) page, double spaced reflection paper regarding your readings. APA style required.
This paper will be due on SATURDAY, 06/27/20 before 11:59 PM (CST) on to Canvas. DO NOT email.
This assignment will be due 8 points.

Module 4/Week 4: Sexual Disorders

Survey of Sexual Disorders: Dysfunction and Conditioning

Required Readings:

- Gender Dysphoria 2013 Fact Sheet; American Psychiatric Association; www.psychiatry.org
- Paraphilic Disorders 2013 Fact Sheet; American Psychiatric Association; www.psychiatry.org

Submit a three (3) page, double spaced reflection paper regarding your readings. APA style required.
This paper will be due on SATURDAY, 07/04/20 before 11:59 PM (CST) on to Canvas. DO NOT email.
This assignment will be worth 8 points.

Module 5/Week 5: Eating Disorders

Types of Eating Disorders; Assessment and Treatment

Other Readings (read three)


Submit a three (3) page, double spaced reflection paper regarding your readings. APA style required. This paper will be due on SATURDAY, 07/11/20 before 11:59 PM (CST) on to Canvas. DO NOT email. This assignment will be worth 8 points.

Module 6/Week 6 (Mid-Term): Thought Disorders: Assessment and Treatment of Schizophrenia and Psychoses

Severe Mental Disorders: Theories, Concepts, and Philosophies; Theoretical Issues; Effective Treatment


Other Readings (read one)

• Bentley, K. J., & Walsh, J. (2013). The social worker and psychotropic medication: Toward effective collaboration with clients, families, and providers (4th ed.). Boston: Cengage Learning, Chapters 4-5.

SUBMIT: MID-TERM SOCIAL WORK/BEHAVIORAL HEALTH RESEARCH PAPER #1 (Mid-Term) due on SATURDAY, 07/18/18 before 11:59 PM (CST) on to Canvas via Unicheck. DO NOT email. This assignment will be worth 16 points.

Module 7/Week 7: Substance Use Disorders and Co-Morbidities

Dual Diagnosis and Substance Abuse; Etiology of Substance Use Disorders; Assessment,


Other Readings (read two)


Submit a three (3) pages, double spaced reflection paper regarding your readings. APA style required. This paper will be due on SATURDAY, 07/25/20 before 11:59 PM (CST) on to Canvas. DO NOT email. This assignment will be worth 8 points.

Module 8/Week 8: Grief/Bereavement and Trauma

Psychoeducation on grief/bereavement and trauma and models for client intervention and readings will be provided this week.
Submit a three (3) page, double spaced reflection paper regarding your readings. APA style required. This paper will be due on SATURDAY, 08/01/20 before 11:59 PM (CST) on to Canvas. DO NOT email. This assignment will be worth 8 points.

**Module 9/Week 9: Delirium and Dementia**


Submit a three (3) page, double spaced reflection paper regarding your readings. APA style required. This paper will be due on SATURDAY, 08/08/20 before 11:59 PM (CST) on to Canvas. DO NOT email. This assignment will be worth 8 points.

**Module 10/Week 10 (Final): SOCIAL WORK/BEHAVIORAL HEALTH RESEARCH PAPER #2 (Final Paper) and Final Course Evaluation**

SUBMIT: Social Work/Behavioral Health Research Paper #2 (Final Paper). This paper will be due on TUESDAY, 08/11/18 before 11:59PM (CST) on to Canvas via Unicheck. DO NOT email. This assignment will be worth 20 points.

**Please also submit your online course evaluation.**

**LAST DAY OF THIS COURSE: THURSDAY, 08/13/20 at 11:59 PM (CST)**

**Module 11/Week 11: Final Paper grading continues and Final Grade Posting**

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) 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://www.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 or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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

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.