A. Description of Course Content

This course will prepare you to begin to identify and assess Substance Use Disorders (SUDs) across various practice settings, as well as present an overview of evidence-based intervention approaches for the treatment SUDs and other substance related concerns. Additionally, this course will help to gain knowledge of the unique needs of variety of diverse populations who may be experiencing SUDs across the lifespan. This course will be taught from a strength-based social justice perspective, with a focus on harm reduction, relapse prevention and sustained recovery as well as the de-stigmatization of substance use and people using or misusing substances. Pre-requisite SOCW 5311; Corequisite: SOCW 5325.

This is an 8 week asynchronous (self-paced) online course.

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 2, 4, 7, and 8.

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


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Additional Assignments/Weekly Writing Assignments

Course Requirements: THIS COURSE REQUIRES CONSIDERABLE READING, WRITING, JOURNALING AND OTHER ACTIVITIES!!

This 8 week Course starts on Tuesday, 01/19/21 at 8:00 am (CST). This Course ends on Thursday, 03/11/21 at 11:59 pm (CST).

Mid-Term Journaling Project: Stages of Change Paper (25 grading points)

Select one substance (caffeine, nicotine, alcohol, marijuana, etc.) or one food (chocolate, sugar, soda, cookies, bread, etc.) or one behavior (watching television, online movie streaming, playing video games, shopping, texting, being on social media, online gaming, negative self-talk, sex, etc.) and completely abstain for at least a 2-week period. Keep a journal of your daily experiences.

Please convert your Stages of Change Journal Entries in your Stages of Change Mid-Term Paper. APA style will be required. Your Stage of Change Mid-Term Paper will have 8 content pages (minimum/maximum), and 6 research references (from books and/or peer reviewed professional journals). A cover page, page numbering (upper right corner) and main headings will be required. This WORD document will have 12 point Times New Roman font only. Remember: Running heads are not required for student papers. This paper will be submitted on to Canvas via Unicheck (plagiarism screener)

For MID-TERM PAPER - DO WRITE IN APA RESEARCH FORMATTING STYLE:


• It is considered to be a "gold standard" for excellence in academic and professional writing. Please see: https://apastyle.apa.org (Links to an external site.)
• It is used in the fields of psychology, social work, nursing, communications, education, business, and engineering, and other disciplines for the preparation of written manuscripts for publication, as well as, for writing student papers, dissertations and theses.
• The Publication Manual of the American Psychological Association is the only authoritative resource and the official guide to APA Style. It is the manual that is used at research universities and elsewhere. The APA Manual is the guide for which graduate level social work students and other researchers need to have keen familiarity.
• This is also found in the UTA Libraries APA Guide (based on the 7th edition) at https://libguides.uta.edu/apa (Links to an external site.)

Also, please review the UTA/School of Social Work Writing Resources: https://www.uta.edu/academics/schools-colleges/social-work/writing-resources (Links to an external site.)
https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide

Additional details for this assignment will be included under the Assignments tab in Canvas. (Competencies 7, 8, & 9)

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Final Training Certificate Project: Training Certificates – Motivational Interviewing (MI), Medications for Addiction Treatment (MAT) (40 grading points, if Certificate of Completion is uploaded on to Canvas)

You will be asked to complete online supplemental training courses on various topics related to addiction and recovery. These courses will reinforce the material that you learned in class and assess your level of knowledge and understanding.

You must choose One (1) training from Group A and One (1) training from Group B. Be sure to review these at the beginning of the semester as they will take some time to complete. The courses that you will choose from to complete are:

Group A

1. Supporting Recovery with Medications for Addiction Introduction to Substance Use Prevention: Understanding the Basic
2. University of California at Los Angeles (UCLA) Tour of Motivational Interviewing
3. Supporting Recovery with Medications for Addiction Treatment (MAT)
4. Motivational Incentives (MI): Positive Reinforcers to Enhance Successful Treatment Outcomes (PRESTO)  

**Group B**  
5. Women’s Health, Wellness, and Recovery: An Introduction to Women’s Substance Use Disorders and Health  
7. Women in the Mirror: Addressing Co-Occurring Mental Health Issues and Trauma in Women with Substance Use Disorders  
8. Women Unbarred: Recovery and Support for Women Involved with Criminal Justice  

These trainings are free of charge and if you are a LBSW you can use them toward your continuing education requirements for your licensure. You will need to create an account and register with the site [https://healtheknowledge.org/](https://healtheknowledge.org/) and then upload your training certificate to Canvas.  

(CSWE Competencies 2, 4, 8, & 9)  

==============================================================================  

**Additional Assignments – Weekly Writing Assignments**  

**Self-Introduction & Relevance/Implications of Substance Use Treatment in Social Work Practice** – including your name, hometown, and social work career vision and also include and also the relevance/implications of substance use treatment in social work practice (worth 10 class participation grading points). Post your Self-Introduction on to Canvas and also on to Discussion Board (CSWE Competency 1)  

**AND**  

**Affirmation Verification Statements and Reflections** - There will be five (5) Affirmation Statements and Reflections (worth 5 class participation grading points). These Two (2) Paragraph WORD documents will be developed from your weekly chapter readings. (CSWE Competencies 6, 7, 8 & 9)  

- Paragraph One (1) will be you Affirmation Verification Statement (as provided by this Professor/Instructor)  
- Paragraph Two (2) will be your reading reflections (your thoughts and feelings about the readings and will include relevance/implications of substance use treatment in social work practice (i.e., information from the National Association of Social Workers [NASW] Code of Ethics)
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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

G. Grading

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.

ASSIGNMENTS & GRADING POINTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Introduction &amp; Relevance/Implications of Substance Use Treatment in Social Work Practice (10 points)</td>
<td>10 points</td>
</tr>
<tr>
<td>Affirmation Verification Statements and Reading Reflections with Relevance &amp; Implications for Social Work Practice Paragraphs (5 statements, worth 5 grading points each)</td>
<td>25 points</td>
</tr>
<tr>
<td>Mid-Term Journaling Project: Stages of Change Paper (25 points)</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Training Certificate Project: Training Certificates – Motivational Interviewing (MI), Medications for Addiction Treatment (MAT) (40 points each)</td>
<td>40 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 Points</td>
</tr>
</tbody>
</table>

As the instructor of this section, please note that this is an **8 week asynchronous (self-paced) online course.**
It is important for future social work practitioners to be punctual in your participation and in meeting deadlines.

Class participation is expected, as is submitting written assignments ON TIME.

Students are expected to complete and submit all course assignments on to Canvas, the official learning management system (LMS), by the end of the week (generally on Saturdays before 11:59 PM [CST]).

**DO NOT SUBMIT YOUR ASSIGNMENTS TO THIS PROFESSOR/INSTRUCTOR VIA UTA EMAIL, OR THE ASSIGNMENTS WILL NOT BE GRADED (Grade Zero).**

Again, your assignments can ONLY be submitted on to the Canvas Learning Management System (LMS), and also on Unicheck (plagiarism screener), when indicated.

Thus, all students are expected to turn in all required assignments on the due dates and times. Only in cases of extreme emergency/hardship (e.g., documented personal illness, or death in immediate family) and very extenuating circumstances, will the submission of late assignments be considered. These exceptions will only be possible with the permission of the Professor/Instructor, and written documentation of the emergency/hardship will be required.

Basic Paper Grading Rubric for the Mid-Term Project/Stages of Change Paper:

- **APA style Formatting:** cover page, page numbering, main headings, sub-headings, in-text citations and high quality research references - must be included with the Mid-Term/Stages of Change Paper.

- **Organization:** in-depth topic content, logically written, and with correct page length (not too long, not too short). Do Not have unnecessary white space.

- **Grammar/Spelling/Punctuation:** must use Spell Check before you submit your papers. Also, proofread three times and read it out loud before its' submission.

- **Relevance/Implications for Social Work Practice:** Please include National Association of Social Workers (NASW) Code of Ethics information

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>
</tbody>
</table>
Please note that for graduate-level social work students, you will not earn credit for this course if your final grade falls below a "C". To repeat, 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 this Professor/Instructor) if your performance drops below satisfactory levels. Also, please read the statement on "Student Support Services" included herein this syllabus.

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 only and are to be completed ON TIME. Consequently, make-up assignments are discouraged.

Make-up assignments will only be available under situations of extreme emergency/hardship, and then only with the permission of this Professor/Instructor. Furthermore, written documentation for the emergency/hardship will be required.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topics &amp; Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and theories of substance misuse&lt;br&gt;• Substance abuse myths&lt;br&gt;• Use of affirming/non-stigmatizing language&lt;br&gt;• Peer Coaching/Peer/Mutual Support Approaches – 12 Step, SMART Recovery and Recovery Coaching&lt;br&gt;• SMART Recovery: Self empowering science-based addiction recovery support.&lt;br&gt;• Peer recovery support for individuals with substance use disorders: Assessing the evidence&lt;br&gt;<strong>READ:</strong> Faulkner &amp; Faulkner Chapters 1 &amp; Chapter 5, pp. 76-81</td>
<td>SATURDAY, 01/23/21&lt;br&gt;Before 11:59 PM (CST)&lt;br&gt;Self-Introduction &amp; Relevance/Implications of Substance Use Treatment in Social Work Practice</td>
</tr>
</tbody>
</table>
**READ:** Lassiter & Culbreth Chapter 1 pp. 1-6 & Chapter 2, pp. 38-43

**READ:** Faulkner & Faulkner pp. 157-158

**WRITE/SUBMIT (on to Canvas and Discussion Board):**
Self-Introduction (your name, hometown and social work career vision) & Relevance/Implications of Substance Use Treatment in Social Work Practice (for 10 grading points)

*CSWE Competencies: 1, 3 & 4*

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**What happens to the body when we use substances?**

- Chronic substance use and chronic effects on the brain (SAMHSA)

**READ:** Faulkner & Faulkner Chapter 13

**READ:** Lassiter & Culbreth Chapter 3 pp. 47-63


**DO:** Begin working on your Mid-Term Project: Stages of Change Journal

**WRITE/SUBMIT: Affirmation Verification Statements and Reflections** - These Two (2) Paragraph WORD documents will be developed from your weekly chapter readings.

- Paragraph One (1) will be you Affirmation Verification Statement (as provided by this Professor/Instructor)
- Paragraph Two (2) will be your reading reflections (your thoughts and feelings about the readings and will include relevance/implications of substance use treatment in social work practice (i.e., information from the National Association of Social Workers [NASW] Code of Ethics)

*CSWE Competencies: 4, 6. & 7*
Intake, Assessment and Diagnosis of Substance Use Disorders

- Unhealthy Substance Use and SBIRT Model  
  (Screening, Brief Intervention and Referral to Treatment)

READ: Faulkner & Faulkner Chapters 2, 3 & 4
READ: SAMHSA TIP #51_Chapter 4 Screening and Assessment
READ: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), pp.481-484, p. 542  
  (diagnostic example using opioids)

DO: Continue working on your Mid-Term Project: Stages of Change Journal

WRITE/SUBMIT: Affirmation Verification Statements and Reflections - These Two (2) Paragraph WORD documents will be developed from your weekly chapter readings.

- Paragraph One (1) will be you Affirmation Verification Statement (as provided by this Professor/Instructor)
- Paragraph Two (2) will be your reading reflections (your thoughts and feelings about the readings and will include relevance/implications of substance use treatment in social work practice (i.e., information from the National Association of Social Workers [NASW] Code of Ethics)

CSWE Competencies: 4, 6 & 7

Interventions for Substance Use Disorders - Part I

- Stages of Change and Motivational Interviewing

READ: Faulkner & Faulkner – review pages 36-39, 84
READ: Lassiter & Culbreth Chapter 10
approach to working with clients. Oxford.

What is Motivational Interviewing?

**WRITE/SUBMIT: Your MID-TERM JOURNAL PROJECT: STAGES OF CHANGE PAPER**

APA style is required, 8 content pages (minimum/maximum), 6 references. Running heads are not required for student papers. Cover page, page numbering and main headings required.

*CSWE Competencies: 4, 6 & 8*

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**Interventions for Substance Use Disorders - Part II**

- Cognitive, Behavioral and Mindfulness Based Approaches
- Cognitive Behavioral Therapy for Substance Use Disorders
- Mindfulness training which modifies cognitive, affective, and physiological mechanisms implicated in alcohol dependence: results of a randomized controlled pilot trial.

**READ:** Faulkner & Faulkner Chapter 6 and Chapter 5, pp. 81-87

**DO:** Begin working on your Final Project: Training Certificates – Motivational Interviewing (MI), Medications for Addiction Treatment (MAT)

**WRITE/SUBMIT:** *Affirmation Verification Statements and Reflections* - These Two (2) Paragraph WORD documents will be developed from your weekly chapter readings.

- Paragraph One (1) will be you Affirmation Verification Statement (as provided by this Professor/Instructor)
- Paragraph Two (2) will be your reading reflections (your thoughts and feelings about the readings and will include relevance/implications of substance use treatment in social work practice (i.e., information from the National Association of Social Workers [NASW] Code of Ethics)

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**OF CHANGE PAPER DUE**

**SATURDAY, 02/20/21**

Before 11:59 PM (CST)

Affirmation Verification Statement & Reading Reflections Paragraphs due on to Canvas
| 6 | **Interventions for Substance Use Disorders - Part III**  
|---|---|
|     | • Group Intervention Approaches and Principles of Trauma Informed Care  
|     | • Treatment of Co-Occurring Substance Misuse and Mental Health Concerns Self-Care  
|     | • Preventing Compassion Fatigue and Burnout  
|     | • Integrated treatment of substance use disorders  
|     | **READ:** Faulkner & Faulkner Chapter 7 and Chapter 11  
|     | **READ:** Trauma Informed Care Quick Guide for Clinicians (SAMHSA Tip 57) pp. 3-32 (Trauma Informed Care: A Sociocultural Perspective)  
|     | **DO:** Continue working on your Final Project: Training Certificates – Motivational Interviewing (MI), Medications for Addiction Treatment (MAT)  
|     | **WRITE/SUBMIT:** Affirmation Verification Statements and Reflections - These Two (2) Paragraph WORD documents will be developed from your weekly chapter readings.  
|     | • Paragraph One (1) will be your Affirmation Verification Statement (as provided by this Professor/Instructor)  
|     | • Paragraph Two (2) will be your reading reflections (your thoughts and feelings about the readings and will include relevance/implications of substance use treatment in social work practice (i.e., information from the National Association of Social Workers [NASW] Code of Ethics)  
|     | **CSWE Competencies:** 4, 6, 8 & 9  
| 7 | **Interventions for Substance Use Disorders - Part IV**  
|---|---|
|     | • Medication Assisted Therapy & Harm Reduction Strategies  
|     | **READ:** Lassiter & Culberth Chapter 12, pp. 235-244  
|     | **SATURDAY, 02/27/21**  
|     | Before 11:59 PM (CST)  
|     | **Saturation Verification Statement**  
|     | **Reading Reflections Paragraphs due on to Canvas**  
|     | **SATURDAY, 03/06/21**  
|     | Before 11:59 PM (CST)  
|     | **CSWE Competencies:** 4, 6, 8 & 9 |
READ: Medication-Assisted Treatment of Opioid Use Disorder (SAMHSA) Harm reduction: Compassionate care of persons with addictions

DO: Continue working on your Final Project: Training Certificates – Motivational Interviewing (MI), Medications for Addiction Treatment (MAT)

WRITE/SUBMIT: Affirmation Verification Statements and Reflections - These Two (2) Paragraph WORD documents will be developed from your weekly chapter readings.

- Paragraph One (1) will be you Affirmation Verification Statement (as provided by this Professor/Instructor)
- Paragraph Two (2) will be your reading reflections (your thoughts and feelings about the readings and will include relevance/implications of substance use treatment in social work practice (i.e., information from the National Association of Social Workers [NASW] Code of Ethics)

ALSO

Please submit your Student Feedback Survey

CSWE Competencies:

Final Training Certificate Project: Training Certificates – Motivational Interviewing (MI), Medications for Addiction Treatment (MAT) (for 40 grading points)

You have been asked to complete online supplemental training courses on various topics related to addiction and recovery. These courses will reinforce the material that you learned in class and assess your level of knowledge and understanding. You must choose 1 training from Group A and one training from Group B. Be sure to review these at the beginning of the semester as they will take some time to complete. The courses that you will choose from to complete are:

Affirmation Verification Statement & Reading Reflections Paragraphs due on to Canvas

ALSO

Please Submit your Student Feedback Survey

SATURDAY, 03/13/21
Before 11:59 PM (CST)

FINAL PROJECT DUE: Free Online Supplemental Training Course for Training Certificates on Motivational Interviewing (MI), Medications for

8
### Group A

9. Supporting Recovery with Medications for Addiction Introduction to Substance Use Prevention: Understanding the Basic  
10. UCLA Tour of Motivational Interviewing  
11. Supporting Recovery with Medications for Addiction Treatment (MAT)  
12. Motivational Incentives: Positive Reinforcers to Enhance Successful Treatment Outcomes (MI: PRESTO)

### Group B

13. Women’s Health, Wellness, and Recovery: An Introduction to Women’s Substance Use Disorders and Health  
15. Women in the Mirror: Addressing Co-Occurring Mental Health Issues and Trauma in Women with Substance Use Disorders  
16. Women Unbarred: Recovery and Support for Women Involved with Criminal Justice

These trainings are free of charge and if you are a LBSW you can use them toward your continuing education requirements for your licensure. You will need to create an account and register with the site [https://healtheknowledge.org/](https://healtheknowledge.org/) and then upload a copy of your training certificate on to Canvas.

CSWE Competencies 4, 6, 8 & 9

ALSO: Please complete your Student Feedback Survey

### Addiction Treatment (MAT) –

Submit your Supplemental Training Certificate of Completion on to Canvas

ALSO

Please Submit your Student Feedback Survey

### J. Schedule Adjustments, as needed

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.

### K. 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.

L. Grade Grievances
See BSW Program Manual at:
http://www.uta.edu/ssa/academics/bsw/student-manual.php
Or MSW Program Manual at:
http://www.uta.edu/ssa/_documents/msw/msw-program-manual.pdf

M. 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.

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

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

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](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.

**Q. Non-Discrimination Policy**
*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

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

S. Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

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

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

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

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

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