

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year:** Summer 2015  **Course Title:** Treatment of Children and Adolescents  **Course Prefix/Number/Section:** SOCW 6344-002  **Instructor Name:** Dr. Alexa Smith-Osborne, L.C.S.W.-S., A.C.S.W.  **Office Number:** 208A  **Phone Number:** No faculty telephones are available in faculty offices.  **Email Address:** alexaso@uta.edu  **Office Hours:** Tuesdays, 2-4 p.m.  **Day and Time (if applicable):** T/Th, 6-7:50 p.m.  **Location (Building/Classroom Number):** 217A  **Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.**  **Blackboard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

Overview of the literature which describes physical, psychological, and cultural characteristics unique to childhood, adolescence, and young adulthood. Attention then turned to treatment principles and the specification of procedures for the amelioration of problems common to disorders in this age group. In this course, the term “child/children” also refers to adolescents and young adults. Prerequisite: SOCW 6325; SOCW 6336 or concurrent enrollment. It is strongly recommended that SOCW 6336 be previously completed, as content from that course will not be repeated in this course and a basic knowledge of the DSM will be assumed.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

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

**Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.**

1. Advanced social workers practice in DPMHSA active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness.
2. Advance social workers in DPMHSA develop an action plan for continued growth including use of continuing education, supervision, and consultation.

E**ducational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.**

1. Advanced social workers in DPMHSA implement an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment.

**Educational Policy 2.1.3**—**Apply critical thinking to inform and communicate professional judgments.**

1. Advanced social workers in DPMHSA evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

**Educational Policy 2.1.4**—**Engage diversity and difference in practice.**

1. Advanced social workers in DPMHSA understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.

**Educational Policy 2.1.5**—**Advance human rights and social and economic justice.**

1. Advanced social workers in DPMHSA understand the range of physical and mental health disease course and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.

**Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.**

1. Advanced social workers in DPMHSA use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

**Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.**

1. Advanced social workers in DPMHSA distinguish mental health, mental illness, and mental well-being across the life span.
2. Advanced social workers in DPMHSA compare the various etiology and treatments for substance abuse and addiction.
3. Advanced social workers in DPMHSA understand the relevant organizational world-views and culture that influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.
4. Advanced social workers in DPMHSA understand system resources available to clients across the life course, and the unique issues facing them in gaining access to and utilizing these resources and reforming policy and delivery systems to address unmet needs.

5. Advanced social workers in DPMHSA understand increased risk and protective factors related to bio-psycho-social-spiritual domains and incorporate them in their assessment and intervention, as well as a range of physical health and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities.

**Educational Policy 2.1.9**—**Respond to contexts that shape practice.**

1. Advanced social workers in DPMHSA assess social contexts.
2. They develop intervention plans to accomplish systemic change that is sustainable.

**Educational Policy 2.1.10(a)–(d)**—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Educational Policy 2.1.10(a)**—**Engagement**

1. Advanced social workers in DPMHSA use strategies to establish a sense of safety for a collaborative therapeutic relationship.
2. They know how mental health concerns and mental illness influence the development of the helping relationship.

**Educational Policy 2.1.10(b)**—**Assessment**

1. Advanced social workers in DPMHSA will be able to describe the structure of the DSM V and conduct an assessment using the DSM criteria and structure.
2. Advanced social workers in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.
3. They assess clients’ readiness for change and coping strategies.

**Educational Policy 2.1.10(c)**—**Intervention**

1. Advanced social workers in DPMHSA describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective treatments for a variety of disorders: Mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

2. Advanced social workers in DPMHSA recognize the impact of illness phase-specific and treatment-phase-specific transitions and stressful life events throughout the individual’s and family’s life course; identify issues related to losses, stressors, changes, and transitions over their life cycle in designing theoretically based interventions and treatment.

**Educational Policy 2.1.10(d)**—**Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

1. Advanced social workers in DPMHSA contribute to the theoretical knowledge base in the area of mental health and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

**Upon completion of this course, the participant will be able to:**

1. Demonstrate an understanding of person-centered evidence-based practice that includes understanding recovery support systems, the person in the environment, human development, the neurological underpinnings of mental health conditions, and concepts of service user recovery and empowerment. EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.9

2. Identify the potential risk factors, including biological underpinnings, that may increase children’s vulnerabilities for emotional, social and behavioral problems, as well as protective factors that promote resilience. Understand the social and economic context and forces impacting the development and well-being of children/adolescents. EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.9

3. Describe the cultural context of development and epidemiology of prevalent mental health conditions in children and adolescents, including the roles played by race, ethnicity, gender and sexual orientation. EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4

4. Demonstrate skills in using valid diagnostic and assessment instruments and in the interviewing process, for diagnostic evaluation of early onset mental health conditions. EPAS 2.1.5, 2.1.6, 2.1.7, 2.1.10a-b

5. Demonstrate skills in the collaborative, ethical intervention process using the most appropriate evidence-based treatments with high fidelity. EPAS 2.1.5, 2.1.6, 2.1.7, 2.1.10c-e

**C. *Required* Text(s) and Other Course Materials:**

Some class sessions will be done online using the BlackBoard site for this course to teach to teach literature search techniques and single subject design strategies for evaluating practice. *Clinical Evidence* and *Best Practice* e-databases:The developing evidentiary base on mental health interventions contained in the Central Library e-databases *BMJ* *Clinical Evidence* and *BMJ Best Practice* will serve as another set of required “texts” in this course. Major online references will include the Cochrane Library and the Campbell Collaboration Library within the Central Library e-databases. A program-oriented resource is [www.samhsa.gov/ebpWebguide](http://www.samhsa.gov/ebpWebguide).

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.)*.* Washington, D.C.: American Psychological Association. ISBN: 0-89042-025-4. **You may use the reference copy at the Central Library service desk if you have no copy.**

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders.* (5th ed.). Washington, DC: American Psychiatric Association ISBN: 978-0890425558 **You may use the reference hard copy at the Central Library service desk (24 hour checkout) if you have no copy. The Central Library also has an e-book copy available through E-book Library Collection:** <https://login.ezproxy.uta.edu/login?url=http://UTARL.eblib.com/patron/FullRecord.aspx?p=1811753>

Also available free online courtesy of the Central Library--**UTA web access for DSM V *Addiction Casebook*:** [**http://www.utarl.eblib.com.ezproxy.uta.edu/patron/SearchResults.aspx?q=DSM+casebook&t=quick**](http://www.utarl.eblib.com.ezproxy.uta.edu/patron/SearchResults.aspx?q=DSM+casebook&t=quick)

Johnson, H. (2014). *Behavioral neuroscience for the human services.* New York: Oxford University Press. ISBN: 978-0199794157

Barnhill, J. W. (2013). *DSM-5 clinical cases.* NY, NY: American Psychiatric Publishing. ISBN 978-1-58562-463-8

*Problem Solving Treatment for Primary Care Manual*. This is an integrated behavioral health treatment protocol posted in BlackBoard on this class's site.

<http://impact-uw.org/training/> This is a 17.5 hour online training in integrated behavioral health under the name IMPACT, using the *Problem Solving Treatment for Primary Care Manual*

**One clicker, available at the University Bookstore, and recording device** to use for recording your role plays in designated class exercises.

**D. Additional *Recommended* Text(s) and Other Course Materials:**

Diamond, M.C., Scheibel, A.B., & Elson, L.M. (1985). *The human brain coloring book.*

Oakville, CA.: HarperPerennial.

Fischer, J. & Corcoran, K. (2007). *Measures for clinical practice*, Vol.1. Oxford: Oxford

University Press.

Galanter, C.A. & Jensen, P. S. (Eds.) (2009). *DSM-IV-TR Casebook and Treatment Guide for Child Mental Health.*  NY, NY: American Psychiatric Publishing.

Lezak, M.D. (1995). *Neuropsychological assessment.* (3rd ed.) Oxford: Oxford University

Press

Munson, C.E. (2000). *The mental health diagnostic desk reference: Visual guides and more for learning to use the Diagnostic and Statistical Manual (DSM-IV).*  New York: The Haworth Press, Inc.

Sadock, B.J. & Sadock, V.A. (2003). *Kaplan & Sadock’s Synopsis of psychiatry.* (9th

ed.). Baltimore: Lippincott Williams & Wilkins.

Spence, T.T., DiNitto, D.M., & Straussner, S.L. (Eds.). (2001). *Neurobiology of addictions: Implications for clinical practice.* New York: The Haworth Press, Inc.

Szuchman, L.T. & Thomlison, B. (2007). *Writing with style: APA style for social*

*work.* Belmont, CA.: Brooks/Cole.

*CHOOSE ONE RECOMMENDED EVIDENCE\_BASED PRACTICE GUIDE:*

Guyatt, G. & Rennie, D. (Eds.). (2002). *Users*’ *guide to the medical literature:*

*essentials of evidence-based clinical practice*. Chicago: AMA Press; **OR**

Moore, R. A.& McQuay, H.(2006). *Bandolier's little book of making sense of the*

*evidence*. Oxford, U.K.: Oxford University Press; **OR**

Gambrill, E. (2006) Social work practice: A critical thinker’s guide. 2nd ed. New

York: Oxford.

**E. Major Course Assignments & Examinations:**

There are three exams, one paper or IBH training substitute, and class exercises (including some which are videotaped in class or the Center for Clinical Social Work, Bldg. B, south entrance, and some which are done through online discussion on the BlackBoard site for this course). **Follow the class agenda posted on the BlackBoard site for this course for online class sessions; you must arrange for computer/internet access for these class sessions.** All written assignments are in APA format and submitted in Word format through the SafeAssign portal in BlackBoard.

Students will be asked to bring video cameras/phonecameras from home, if available, for social work skills lab exercises, reviewing and practice outside class.

**Major Course Assignments:** Objectives**: #** 1, 2, 3, 4, 5

Examinations.

There will be two closed book Examinations at the end of class during week 4 **(June 23)** and week 7 **(July 21)** and one “open book” examination due **by** week 11 **(August 13)** in the form of a live diagnostic evaluation. Closed book examinations on will be made up of a variety of multiple choice questions from IBH training, reading assignments, and lectures administered via the classroom electronic response system (clickers). The “open book” examination can be done at your convenience and will require completion of one diagnostic evaluation of a child, adolescent, or young adult who is participating at the Center for Clinical Social Work; this examination will be documented by posting in the BlackBoard Discussion Board Diagnosis Forum a scanned copy (the original hard copy is filed in the case file of the participant and placed in the lower right hand drawer of the CCSW Project Office lateral file cabinet) of the completed age-appropriate structured interview guide. The age-appropriate structured interview guides are posted in BlackBoard for you. Notify Ms. Silva at the CCSW at 817-272-2165 of your time availability to shadow a CCSW field intern doing a dx eval first and then to schedule you to do one yourself.

Writing Assignments.

One major writing assignment or a substitute of online integrated behavioral health **(**IBH) training program completion will be given during the semester **due August 13 before class starts.** The paper option will be an opportunity to apply concepts and interviewing skills related to experiences and developmental tasks of children with mental health conditions, including impact on family and access to and benefit from evidence-based interventions. **The scanned certificate of completion for the integrated behavioral health online training may be submitted in BlackBoard on the Discussion Board IBH Forum in lieu of this paper.**

**Final Paper (with subsequent brief oral presentation):** Review the literature on an assessment or intervention methodology for the treatment of a mental health condition of children/adolescents. Then interview a parent of a child/adolescent with that condition, and summarize their experiences and recommendations concerning caregiving/parenting a child with this condition across the life span up to the time of interview (i.e., issues in pregnancy, neonatal period, infancy, toddlerhood, preschool, early school age, etc.), with an analysis comparing their viewpoints/experiences with that reflected in the literature you reviewed (Objectives 1-5). Use the following format:

1. Introduction
   1. Problem statement, relationship to social work
   2. Overview of paper
2. Literature review
   1. Review of 10 recent (last 5 years) journal articles (i.e., peer-reviewed outcome/practice studies)
   2. Interview summary
   3. Critique of articles and comparative analysis in reference to parental experience/viewpoints
3. Recommendations and conclusions (should be from course material)
   1. Recommendations for social work practice (based on review)
   2. Concluding remarks
4. References (at least 10 peer-reviewed, practice-related, professional journal articles; Wikipedia not acceptable. Book references may be used in addition to the 10 articles which are the focus of the literature review.)

V. Presentation: Summarize the implications for practice; 5-10 minutes

Things to consider:

1. Briefly describe the method/technique including relevant empirical findings

related to its use.

2. Delineate assessment methodology including assessment measures/instruments appropriate for the intervention.

3. Describe the intervention.

4. Identify methods to evaluate treatment efficacy.

5. Document your paper extensively (a minimum of 10 references additional to required reading is required). Utilize APA reference format in text and reference list.

6. Limit your paper to 10-15 double spaced typewritten pages excluding bibliographical references.

8. You may use an appendix in which to include assessment measures.

**Grading: Each part of the paper, plus presentation, will receive a maximum of 5 points for a maximum total of 25 points. Grading is on grammar and content. Poor grammar, spelling errors, etc. will lower paper one letter grade. Paper must be 10-15 pages long. Use APA style throughout.**

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

There will be 3 examinations accounting for 75% of your final grade. Two exams will be closed book and one open book. One required paper or submission of the IBH training completion document will comprise 25% of your grade (25 points). The examination dates and written assignment due dates are noted on the course outline. The grade scale is as follows:

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

0 - 59 F

Examination 1 25 points

Examination 2 25 points

“Open book” exam: Completion of one dx eval 25 points

Paper/presentation or IBH certificate 25 points

Grading Criteria:

1. Demonstrate an ability to integrate course readings, outside research, and lectures into papers and discussions
2. Demonstrate integration of independent and critical thinking into papers, class exercises and discussions
3. Papers are well organized and follow accurate use of grammar, spelling and language
4. Form and style of papers follow APA style.

**G. Make-Up Exam or Assignment Policy**:

Closed book examinations missed due to an excused absence for doctor-documented illness or military service will be made up during the class break of the class following the regularly scheduled exam or asap. The open book exam and paper/certificate can be submitted at student convenience at any time during the semester before the final class starts on August 13; therefore, make-up opportunities will not be necessary or allowed. Since this class is required as a condition of the HRSA stipend, no incompletes will be given for a final grade unless the student is withdrawing from the stipend program; in that case, work must be completed within one month of the end of the semester or the Incomplete will be converted to an F.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. For this course, here is the attendance policy:

It is expected that you attend class and participate in class discussion. Consequently, one missed class is a significant loss of instruction. Early and unexcused exits from class will be counted as absence. The instructor should be notified prior to class if a student expects to be absent. The instructor may grant excused absences in certain circumstances. Two points will be deducted from the total grade for each unexcused absence. In addition, one point will be deducted each time the student misses part of a class due to unexcused tardiness/partial absence or inattention.

**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, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

*Week 1*

**Topic: Introduction & Understanding Tx of Children/Adolescents**

**Readings/Lecture/Assignments:** Review Course Syllabus,

DSM system, Integrated Behavioral Health approach, Assessment Skills, Ethical

Issues, Recording, Neurobiology.

**Read:** Begin Casebook, PST-PC Manual, Ch, 1, Johnson, Part 1, IMPACT online

training, structured diagnostic interview guides, and DSM intro

*Week 2 ONLINE BlackBoard*

**Topic: IBH Online Training at** [**http://impact-uw.org/training/**](http://impact-uw.org/training/) **and Evidence-**

**based Practice with Early Onset Mood Disorders in integrated behavioral**

**health care settings (e.g., primary care).**

**Readings/Lecture/Assignments:**  Literature search techniques,

techniques for evaluating the available evidence on best practices in mental

health; Mood/Anxiety Assessment,

Treatments –Problem Solving Treatment for depression and anxiety.

**Read:** Begin Casebook, Johnson, Parts 2 & 3, DSM sections on

Mood and Anxiety Disorders

*Week 3*

**Topic: Evaluating Clinical Evidence and Using**

**Practice Guidelines**

**Readings/Lecture/Assignments:**

**Read:** Casebook, Johnson, Part 4, selected EBP text, continue DSM sections on Neurodevelopmental Disorders, Mood, and Anxiety, continue IBH.

**June 23: Examination #1 in class using clickers and Field Learning Contracts**

**handed in.**

###### Week 4

**Topic: The Assessment Interview and Clinical Interviewing Techniques, Elimination Disorders**

**Readings/Lecture/Assignments:** Practice assessment role plays/videotaping

**Read:** Casebook, continue DSM sections and Manual; you should be 1/3

complete on online training at <http://impact-uw.org/training/>

###### Week 5 ONLINE Blackboard

**Topic: Early Onset Severe and Persistent Mental Illnesses**

**Readings/Lecture/Assignments:** Practice assessment role videotaping

**Read:** Casebook; DSM sections on Psychotic Disorders, continue Manual/online

training. **Midterm field agency visits this week and next week; field evals due**

**by July 10.**

*Week 6 ONLINE Blackboard*

**Topic: IBH Online Training at** [**http://impact-uw.org/training/**](http://impact-uw.org/training/) **and**

childhood onset anxiety and mood disorders, continued.

**Readings/Lecture/Assignments:** Assessment and Treatment, Racial, Ethnic, and

Cultural Issues

**Read:** Casebook,DSM section on OCD and related, continue Manual

and online training

###### Week 7

**Topic: Conduct Disorder/Oppositional Defiant Disorders, ADHD,**

**Intermittent Explosive Disorder, Substance Use Disorders and Substance**

**Misuse**

**Readings/Lecture/Assignments:** Assessment and Behavioral theory-based

Treatment, Racial, Ethnic, and Cultural Issues, Practice behavioral tx videotaping

**Read:** Casebook, DSM V *Addiction Casebook* (child cases)http://www.utarl.eblib.com.ezproxy.uta.edu/patron/SearchResults.aspx?q=DSM+casebook&t=quick

DSM section on disruptive disorders and substance use disorders.

**July 21: Examination #2 in class** **using clickers**

*Week 8*

**Topic: Behavioral symptoms and rare disorders (e.g., Gender Dysphoria,**

**Feeding and Eating Disorders, Early Aggressiveness and Violent Behaviors,**

**and Self-injurious Behaviors**

**Readings/Lecture/Assignments:** Behavioral Theory-based Treatment,

Racial, Ethnic, and Cultural Issues, general review of psychopharmacology

**Read:** Casebook, DSM sections on these disorders; you should be 2/3

done with online training <http://impact-uw.org/training/> and Manual.

###### Week 9 ONLINE Blackboard

**Topic: IBH Online Training at** [**http://impact-uw.org/training/**](http://impact-uw.org/training/) **and brief**

**intervention strategies**, **stress and trauma disorders.**

**Readings/Lecture/Assignments:** Assessment and Treatment, Racial, Ethnic, and Cultural Issues

**Read:** Casebook, Johnson, rest of book, DSM section on stress and trauma

disorders

Week 10

**Topic: Play Therapy, Intervention Outcome Measurement,Intervening with**

**children with special concerns**

**Readings/Lecture/Assignments:**

**Read:** finish child sections of Casebook, finish DSM sections, finish Manual and

online training

**“Open book” Examination documentation and final paper/online IBH**

**training certificate due in BlackBoard before class on August 13.**

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**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 Grievance Policy**:

See BSW/MSW Program Manual.

**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 or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962, b**elow 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://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

**N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**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/aao/fao/>).

**P. Americans with Disabilities Act:**

The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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 as they see fit in their courses, including (but not limited to) 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.

**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. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*