



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Spring 2017

**Course Title:** Advanced Micro Practice

**Course Prefix/Number/Section:** SOCW 5311 (formerly SOCW 6325)-001

**Instructor Name:** Randy Basham, Ph.D., M.S.W.

**Faculty Position:** Associate Professor

**Faculty Profile:** <https://www.uta.edu/profiles/dr-randall-basham>

**Office Number:** SSW-A 101c

**Phone Number:** 8172723181 SSW-Main

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**Office Hours:** 4:20pm-5:20pm Tuesday and 11am-12 noon on Thursday or by appt

**Day and Time of Class (if applicable):** Tuesday

**Location:** Life Science Bldg. Rm101

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: <https://elearn.uta.edu/webapps/login/>

**A. Description of Course Content**

[This course builds] on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation, in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct practice students. Prerequisites: SOCW 5304; SOCW 5310; and SOCW 5551.

**Detailed course description:**

Advanced micro practice builds on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. In addition, this course assumes and builds on a prior knowledge of the importance of worker variables with respect to developing, maintaining and using the client-worker relationship to provide relevant help to clients who are asking for assistance. Therefore, the focus for students in the advanced year is to relate a range of intervention strategies to various client populations relevant to students' work concerns, and relative to intended advanced specialty track. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection.

Attention is paid to a range of change theories, intervention strategies, and therapeutic techniques employed at individual couple and family levels. Emphasis is placed on developing criteria for selecting intervention strategies that are appropriate to the specific goals of treatment. Application of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior,

data-based treatment, and practitioner variables and accountability are common elements emphasized in this course.

## B. Student Learning Outcomes

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty
1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.	1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.	1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.	1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.
2. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

## Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty
1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.	1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.	1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.	1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty
1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.	1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.	1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.	1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Aging Specialty	Children and Families Specialty	Aging Specialty	Children and Families Specialty
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1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.	1. Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.	1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.	1. Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.
2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.	2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.	2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.	2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty
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1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults	1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.	1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.	1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, 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.
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### C. Required Textbooks and Other Course Materials

Wedding, D. & Corsini, R.J. (Eds.) (2013). *Current psychotherapies* (10<sup>th</sup> Edition). Belmont, CA: Brooks/Cole Publishing.

Coady, N. & Lehmann, P. (Eds.) (2016). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (3<sup>rd</sup> Edition). New York: Springer Publishing.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6<sup>th</sup> edition). Washington DC: Author.

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

Prochaska, J.O. & Norcross, J.C. (2013). *Systems of psychotherapy; A transtheoretical analysis*. Stamford, CT: Cengage Learning.

(Portions may be presented in class, relative to topic)

Green, W. & Simon, B.L. (Eds.). (2012). *Columbia guide to social work writing*. New York: Columbia University Press.

Turner, F.J. (Ed.) (2011). *Social work treatment: Interlocking theoretical approaches* (5<sup>th</sup> Edition). New York: Oxford University Press.

### E. Descriptions of Major Assignments and Examinations

**Note: Please keep in mind through all written assignments to orient discussions and insights to both the core and advanced specialty competencies expected for your selected advanced specialty track.**

#### Quiz:

Evaluation of course reading will include one quiz for 5% of grading credit during the course and will be limited to reading from the required texts only. Quiz content will be comprehensive, up to the date given. There will be no reviews. Though the unscheduled quiz is given near the course midterm, the specific date of administration will be determined by the instructor. Please keep up with assigned course readings.

**Core competency 2.1.2 sub point 3 ; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-3**

#### Discussion Papers:

Final grades will be partially based on four bi-weekly discussion papers of one of the theories presented in class over the past two weeks. These four papers should be **no less than three (3) and no longer than four**

**(4) pages** each, from our discussions of the theories as applied to the semester case occurring during the previous two weeks. Note that for these discussion reports, no references are required; the point of this discussion exercise is to encourage critical thinking of the material. At the beginning of the semester all of you will have been given as case (or cases) that we as a class will be following throughout the course. Each week we will take as much time as possible to discuss the case and your thoughts about how the intervention model could be applied to the case. This will give you some foundation for how you can discuss the case in your discussion paper. Your discussion papers are to be submitted every second week (the due dates are listed in the course outline, above), so it is a good idea to write your thoughts down as they are being discussed. You are only required to submit one report on one intervention model. Please note that these reports are to be handed in on the dates specified above. **No late reports will be accepted!** These will count for 40% of your final grade. The grading rubric for the discussion papers is as follows:

1. Provide a clear statement as to which issue of the Laura case is being discussed
2. State which intervention model you are discussing
3. What are the key features of the intervention model
4. Provide a brief statement about how you will apply the model
5. Give a brief statement about which aspects of the model would be most helpful, and why (or why not).

The remaining 40% of your final grade will be based on a final (major) paper that is due. **No late papers will be accepted after the due date. Failure to submit assignments on the specified date will result in a failing grade for the assignment.** The only exceptions that will be considered are any life circumstances any of us would see as an emergency, and this will be determined on a case-by-case basis. Of course if you wish to submit your major paper earlier than the due date, by all means do so. **Note: All assignments are to be submitted by midnight of the due date, electronically as a Word-compatible document by email. They will be evaluated and graded and returned also by email. No hard-copy papers will be accepted, except in extenuating circumstances.**

**Core competency 2.1.2 sub point 3 ; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-3**

#### **Major Paper:**

Assessment of an intervention theory: You will be required to examine and identify in detail an intervention theory, including its history (which includes key figures), basic assumptions of the theory, and examples of how the theory is applied. This will provide the foundation for a more important effort: at some point developing your own theory of intervention. Your first task is to decide which intervention model you wish to assess. You may select any of the models listed in the course outline. Your final written report **must** follow the outline below. You will note that the first three points are theoretical, and the last two are more subjective. **You paper will not be graded if the outline provided is not used.**

1. **History of the theory:** How was the theory initially formulated and who were the major proponents?
2. **Basic Assumptions:** this would include implicit and explicit assumptions about individuals, systems and/or families. What are the central tenets, assertions, hypotheses, statements and/or points regarding the theory? What are the theory's underlying assumptions about human nature, epistemology, and the role of the relationship between the worker and the client system in affecting change?
3. **Examples of what the intervention might look like:** what are the actual behaviors and techniques used with this intervention model?
4. **Overall impression of the model:** Does it make intuitive sense? Could you see yourself using this type of intervention? What are the relative strengths and weaknesses of this model?
5. **Specific application of the model:** Go to the Expert Theory Case Analysis site associated with the Corsini & Wedding text and select one of the three case examples listed there. Address specifically how you would use the intervention model you have selected to help with the client you have chosen, and provide a rationale for your choice. To access the case analysis site use the following link:  
<http://theories.brookscole.com> . (You may need to cut/paste this link to your browser.) You will need to login

information below:

**User name:** counsel1

**Password:** teoriessite

**Some additional points:**

- Your assessment paper should be no less than ten (10) and no more than fifteen (15) double-spaced pages ( *excluding* references and title page). You must use one inch margins and font size no larger than 12-point;
- Include a brief introduction and cover page; you will be penalized if there is either no abstract of introduction. Your paper will require coverage of the five sections listed above, or it will not be graded. You will need to write in the (usual) third-person at all times, except in the last two sections where you are providing your own evaluation of the intervention model you have chosen.
- Documentation is required, following APA style format. A minimum of ten (10) references will be required for this assignment, at least half of which should have been published no more than five years ago. While you are certainly allowed to use your textbooks as sources from which to draw information (they are indeed legitimate sources after all), please make every effort to use other sources instead. If you do use material from your textbook(s), you need to remember that because they are edited with several authors contributing each chapter, *you need to cite the chapter, **not** the book*. You will be penalized if this is not followed.
- This paper is worth 40% of the final grade and is due at the end of the class. Late papers will not be accepted, except in extenuating circumstances as noted above. Grading will be based on how well you cover the theory in the five sections, as well as spelling, grammar, and adherence to APA style guidelines.

**Core competency 2.1.1 sub points 2-3; core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2; core competency 2.1.10 b sub points 1-4; core competency 2.1.10 c sub points 1-4F.**

**Attendance and Participation:**

Attendance and/or classroom participation: is counted at 15% in the grading criteria. Two to three “in class” activities may be assigned that are minor projects, to permit the class to develop additional understanding of the course content. Please be as consistent as possible throughout the course.

**Core competency 2.1.2 sub point 3 ; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-3**

**F. Grading**

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

**Grading scheme:**

Discussion papers	40%
Major paper	40%
Class participation	15%
Assigned readings quiz	5%

Final grades will be according to the UTA Graduate School guidelines:

4.0 (90-100)	A
3.0 (80-89)	B
2.0 (70-79)	C
1.0 (60-69)	D
0.0 (0-59)	F

Students are expected to keep track of their own performance throughout the course and seek guidance from available resources (including the instructor), if their performance drops below satisfactory levels.

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.

### G. Make-Up Exams

There are no make-up assignments for this course. I will make every effort to provide you with the feedback you need to progress through the course. ***Please note: NO INCOMPLETES WILL BE GIVEN FOR THIS COURSE.***

### H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

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. As the instructor of this section,  
Classroom sections: course specific policy on attendance

1. Students are expected to be on time, attend and become actively engaged in all class sessions, and stay until the completion of the class and contribute to, and maintain, a positive learning environment throughout.
2. Students are to complete reading assignments and be prepared to participate in class, and participate in discussions, or discussion groups and small group activities. Expect an active learning environment.

Courses using an online shell will also require students participate in the online discussion groups and prompts per class, as outlined in the online companion course shell. Online alternative, course content or assignments will be made available, for scheduled course dates where either the face to face class (due to whether, etc.) or instructor may not be available to meet (professional travel obligations). Multiple absences, or nonparticipation, will, likely result in a letter grade deduction from the final calculated grade of the class (i.e. 3 or more). Greater absence or non-participation, than this, will likely result in not receiving a passing grade for the course.

1. All written assignments are due at the beginning of class period of the date specified on the course outline. Emailed or digitally papers will not be accepted (unless requested in this format in advance). Any technical issues with online paper submission, if offered, will result in an alternate method of either email or paper submission. Late papers will not be accepted.
2. Assignments are to be completed correctly at the time of submission. No papers or assignments may be resubmitted once a grade is given.
3. Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.

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4. All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program. Differences (if any) arising from the course or grade are to be resolved if possible with the instructor, before considering alternatives.
5. Please turn off all cell phones, pagers, or communication devices while in class, or the classroom. Laptops may be used as these contribute to the learning environment and are logged to course content and may be requested to be turned off during class activities or if disruptive to discussions. Non course activities such as surfing, emailing, working on other course assignments, will be treated as non participation and are disruptive to a positive learning environment. The instructor may request laptops be turned off at any time, the student, students or course environment becomes disengaged. Please do not audio or video the course, or presenters, without permission of the presenter(s). Though it remains, legal, it also remains unethical to do so.
6. Early packing up, walk outs, surfing etc. on computers without accessinbg and using online content, and cell phone use in the classroom, will be counted as absences, or non participation, or both. Please request permission of the instructor for recording of lectures or content, not doing so will result in refferal to Professional standards committee, and possible adjudication.

## **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. Though topics given in the course schedule will be covered (by discussion, application, etc.), these may or may not be reviews of readings which are expected to be completed prior to class.

Date	Topics Covered	Required Readings
		Prior to class.
Jan. 17	Introduction to the course  -Introduction of the instructor  -Introduction of the students  -Review of the syllabus  -Theory thinking  -What is theory?  -What is practice theory?  -What is the relationship between theory and the choice of intervention?  -Critical thinking skills  -Introduction of the case(s)	None
Jan. 24	Psychodynamics I  -History  -Ego psychology	<b>Wedding &amp; Corsini, Ch. 2</b>
Jan. 31	Psychodynamics II  -Object relations theory  -Attachment theory	<b>Coady &amp; Lehmann, Ch. 6</b>
Feb. 7	<b>[Discussion paper #1 due]</b>  Relational Theory/Therapy  Interpersonal Psychotherapy (IPT)	<b>Coady &amp; Lehmann, Ch. 7</b>  <b>Wedding &amp; Corsini, Ch. 10</b>

Feb. 14	Adlerian Individual Psychology	<b>Wedding &amp; Corsini, Ch. 3</b>
	Ecological Systems	<b>Coady &amp; Lehmann, Ch. 4</b>
Feb. 21	<b>[Discussion paper #2 due]</b>	
	Family Systems (Bowen)	<b>Wedding &amp; Corsini, Ch. 11</b>
	Structural Family Therapy (Minuchin)	<b>Coady &amp; Lehmann, Ch. 4</b>
Feb. 28	Rational-Emotive Behavior Therapy	<b>Wedding &amp; Corsini, Ch. 5, 7</b>
	Cognitive Therapy	<b>Coady &amp; Lehmann, Ch. 9</b>
Mar. 7	<b>[Discussion paper #3 due]</b>	<b>Readings TBA</b>
	Dialectical Behavior Therapy	
Mar. 14	<b>SPRING BREAK</b>	
Mar. 21	Existential Theory/Therapy	<b>Wedding &amp; Corsini, Ch. 4,8</b>
	Humanistic/Person-Centered Therapy	<b>Coady &amp; Lehmann, Ch. 12, 13</b>
	<i>Note: Online alternative class assignment</i>	
Mar. 28	<b>[Discussion paper #4 due]</b>	
	Motivational Interviewing	<b>Readings TBA</b>
	Constructivism and Interventions	<b>Coady &amp; Lehmann, Ch. 16</b>
Apr. 4	Narrative Therapy	<b>Coady &amp; Lehmann, Ch. 15, 17</b>
	Solution-focused Therapy	
Apr. 11	Experiential (Gestalt) Therapy	<b>Wedding &amp; Corsini, Ch. 9</b> <b>Online alternate class activity possible.</b>
Apr. 25	<b>**[Final Paper Due]**</b>	
	Crisis Intervention	<b>Coady &amp; Lehmann, Ch. 19</b>

May. 2 Integrative approaches

Wedding &amp; Corsini, Ch. 14

Coady &amp; Lehmann, Ch. 1, 2, 3, 21

**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.

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

See BSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/bsw/bsw-program-manual.pdf](https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf)

Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

### 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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2<sup>nd</sup> 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](mailto: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 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**, 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://www.uta.edu/library/help/subject-librarians.php>

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

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 individuals with disabilities.

## 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://www.uta.edu/aao/fao/>).

## 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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@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/>.

## **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.