

**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year:** Summer 11-week 2017  **Course Title:** Advanced Micro Practice  **Course Prefix/Number/Section:** SOCW 5311 (formerly SOCW 6325)-008  **Instructor Name:** Bruce Bower, MSW, LCSW  **Faculty Position:** Assistant Professor in Practice  **Faculty Profile:** N/A  **Office Number:** 201D  **Phone Number:** N/A  **Email Address:** bower@uta.edu  **Office Hours:** By appointment or email  **Day and Time of Class (if applicable):** Online  Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes. Blackboard: https://elearn.uta.edu |

# 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.

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| 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.

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| 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.

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| 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.

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| Aging  Specialty | Children and Families Specialty | Aging  Specialty | Children and Families Specialty |
| 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.

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| Aging  Specialty | Children and Families Specialty | Health Specialty | Mental Health/Substance Abuse Specialty |
| 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. |

# C. Required Textbooks and Other Course Materials

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

Turner, F.J. (Ed.). (2017). *Social work treatment: Interlocking theoretical approaches*, (6th edition). New York: Oxford University Press.

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

# D. Additional Recommended Textbooks and Other Course Materials

Barth, F.D. (2014). *Integrative clinical social work practice.* New York: Springer.

Beck, J.S. (2011). *Cognitive therapy: Basics and beyond* (2nd edition). New York: Guilford Publications.

Bowen, M. (1978). *Family therapy in clinical practice.* New York: Jason Aronson.

Bowlby, J. (1969/1982). *Attachment* (2nd edition). New York: Basic Books.

Bowlby, J. (1973). *Separation*. New York: Basic Books.

Bowlby, J. (1980). *Loss*. New York: Basic Books.

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development.* New York: Basic Books.

Brandel, J.R. (Ed.). (2011). *Theory and practice in clinical social work* (2nd edition). Thousand Oaks, CA: Sage Publications.

Consoli, A.J., Beutler, L.E., and Bongar, B. (Eds.). (2017). *Comprehensive textbook of psychotherapy: Theory and practice* (2nd edition). New York: Oxford University Press.

Duncan, B.L., Miller, S.D., and Wampold, B.E. (2010). *The heart and soul of change: Delivering what works in therapy* (2nd edition). Washington, DC: American Psychological Association.

Goldstein, E.G. (1995). *Ego psychology and social work practice* (2nd edition). New York: The Free Press.

Goldstein, E.G. (2001). *Object relations theory and self-psychology social work practice.* New York: The Free Press.

Goldstein, E.G., Miehls, D., and Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques.* New York: Columbia University Press.

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

Greenberg, L.S. (2015). *Emotion-focused therapy: Coaching clients to work through their feelings* (2nd edition). Washington, DC: American Psychological Association.

Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: An integrative approach* (2nd edition). Thousand Oaks, CA: Sage Publications.

Linehan, M. (1993). *Cognitive-behavioral treatment of borderline personality disorder.* New York: Guilford Publications.

Minuchin, S. (1974). *Families and family therapy.* Boston: Harvard University Press.

Minuchin, S. and Fishman, H.C. (1981). *Family therapy techniques.* Boston: Harvard University Press.

Nichols, M.P. (1987). *The self in the system: Expanding the limits of family therapy.* New York: Brunner/Mazel.

Nichols, M.P. (2009). *The lost art of listening: How learning to listen can improve relationships.* New York: Guilford Publications.

Pinker, S. (2014). *The village effect: How face-to-face contact can make us healthier, happier, and smarter.*  New York: Spiegel and Grau.

Prochaska, J.O. and Norcross, J.C. (2014). *Systems of psychotherapy: A transtheoretcal analysis* (8th edition). Stamford, CT: Cengage Learning.

Stricker, G. (2010). *Psychotherapy integration.* Washington, DC: American Psychological Association.

Sable, P. (2000). *Attachment and adult psychotherapy.* New York: Jason Aronson.

Safran, J.D. and Muran, J.C. (Eds.). (1998). *The therapeutic alliance in brief psychotherapy.* Washington, DC: American Psychological Association.

van Dijk, S. (2013). *DBT made simple.* Oakland, CA: New Harbinger Publications.

Wachtel, E.F. and Wachtel, P.L. (1986). *Family dynamics in individual psychotherapy: A guide to clinical strategies.* New York: Guildford Publications.

# E. Descriptions of Major Assignments and Examinations

**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 five (5) and no longer than six (6) pages*** each, from our discussions of the theories as applied to the semester case occurring during the previous two weeks. As with all papers, your discussion will need to be supported from the readings and other external sources. ***Note that you will need to refer to the class readings, and you will lose points if you do not.*** They need to be properly cited according to APA requirements, and will be graded on the basis of correct formatting. 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), 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 that has been covered in class. Please do not write a paper on an intervention model that has not been discussed in class. ***Please note that the papers are to be submitted through Blackboard and Safe Assign on the dates specified in the outline below. No late reports will be accepted!*** These will count for 50 points each, for a total of 200 points. The outline you must use for the discussion papers is as follows:

1. Provide a clear statement as to which issue of Laura’s 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)

**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**

The grading rubric detail is as follows:

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| **Preliminary Assessment** | | Matches assignment:  Yes\_\_ No\_\_ | | First page is comprehensible:  Yes\_\_\_ No\_\_\_ | | |
| **Rest of Assessment:** | | | **Rarely or not evident** | | **Moderately** | **Extensively** |
| **Clear:** | Content is expressed  with clarity and coherence | | 0 | | 5 | 10 |
| **Application** | Elaborated, detailed, substantive applications from required text(s) and external sources | | 0 | | 10 | 20 |
| **Depth** | Answers to questions, or applications are  intricate; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail and critical thinking. | | 0 | | 10 | 20 |
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# F. Grading

In addition to the discussion papers, you will also be graded according to class participation. A sign-in sheet will be circulated for every class session. While this is not strictly attendance, you cannot participate if you aren't in class.

The grade breakdown is as follows:

Discussion papers: 50 points each x 4 = 200 points

Class participation: 20 points

Total points possible = 220 points

197+ points = A = 4.0

175 - 196 points = B = 3.0 153 - 174 points = C = 2.0

131 - 152 points = D = 1.0 (no credit)

< 130 points = F = 0.0

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 will be no make-up assignments available 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,

I expect regular and punctual attendance. This is an aspect of professionalism that is a part of social work. It is unprofessional and disrespectful of your colleagues (which includes me) if you cannot be in class on time, and stay for the duration of the class session. If for some reason you cannot, due to ***impossible*** circumstances, please let me know via email with as much advance notice as you can. Please be aware that missing even one class means you have missed a significant part of the material you need to know to be successful in this class.

**I. Course Schedule**

# Date Topics Covered Required Readings

Week of June 05 Introduction to the course Coady & Lehmann, Ch. 1, 2

-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)

Psychodynamics I Turner, Ch. 25

-History

-Ego Psychology

Week of June 12

Psychodynamics II TBA

Object Relations Theory

Psychodynamics III Coady & Lehmann, Ch.7

-Attachment theory Turner, Ch. 1

Week of June 19

Relational Therapy Coady & Lehmann Ch. 8

Turner, Ch. 27 & 28

# [Discussion Paper 1 Due June 20, 11:58 PM]

Interpersonal Psychotherapy (IPT) TBA

Week of June 26

Constructivism & Narrative Therapy Coady & Lehmann, Ch. 18

Turner, Ch. 6 & 21

Constructivism and Solution-Focused Coady & Lehmann, Ch. 20

Therapy Turner, Ch. 6 & 35

Week of July 03

Family Systems Therapy (Bowen) Coady & Lehmann, Ch. 5

Turner, Ch. 14

# [Discussion Paper 2 Due July 06, 11:58 PM]

Structural Family Therapy (Minuchin) Coady & Lehmann, Ch. 5

Turner, Ch. 14

Week of July 10

Cognitive Therapy (Beck) Coady & Lehmann, Ch.10

Rational Emotive Behavior Turner, Ch. 4 & 5

Therapy (Ellis)

Week of July 17

Dialectical Behavior Therapy TBA

Existential approaches Coady & Lehmann, Ch. 14

Turner, Ch.10

# [Discussion Paper 3 Due July 20, 11:58 PM]

Week of July 24

Humanistic/Person-Centered Therapy Coady & Lehmann, Ch. 13

Turner, Ch. 3

Motivational Interviewing TBA

Week of July 31

Emotion-Focused Therapy Coady & Lehmann, Ch. 15

Crisis intervention Coady & Lehmann, Ch. 11

Turner, Ch. 7, 37

# [Discussion Paper 4 due August 03, 11: 58 PM]

Week of August 07

Integration I – BASICID Coady & Lehmann, Ch. 1, 2, 21

(Arnold Lazarus)

Integration II - Common factors and Coady & Lehmann, Ch. 1, 2, 21

John Norcross

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](http://www.uta.edu/_documents/bsw/bsw-program-manual.pdf)

Or MSW Program Manual at: <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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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](http://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 Andy Herzog. His office is in the campus Central Library. He may also be contacted via E-mail: amherzog@uta.edu or by phone: (817)272-7517 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](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](http://ask.uta.edu/)

# N. Emergency Exit Procedures

Should we experience an emergency event while you are on campus 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://wweb.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://www.uta.edu/hr/eos/index.php)*.*

# 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](http://www.uta.edu/provost/administrative-forms/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.