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

Historical, current, and projected national and local health policies and roles of providers and consumers of health care examined; service demands, economic, access, and regulatory issues analyzed; relationships between governmental, voluntary, and commercial sectors studied; analytic frameworks for the understanding and development of policies developed. Prerequisite: SOCW 5303.

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

CSWE EPAS Practice Competencies and Behaviors taught, practiced, and assessed in this course:
<table>
<thead>
<tr>
<th>Practice Competency and Behaviors (in parentheses)</th>
<th>Taught/Practiced</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 2.1.1 – Identify as a professional social worker and conduct oneself accordingly (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.2 – Apply social work ethical principles to guide professional practice (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.4 – Engage diversity and difference in practice (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.5 – Advance human rights and social and economic justice (1 and 2)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.6 – Engage in research-informed practice and practice-informed research (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.7 Apply knowledge of human behavior and the social environment (2)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.9 – Engage in policy practice to advance social and economic well-begin and to deliver effective social work services (1 and 2)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.109(a) – Engagement (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.109(b) – Assessment (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.109(c) – Intervention (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
<tr>
<td>EP 2.1.109(c) – Evaluation (1)</td>
<td>Readings, class discussions, and writing media response to policy issue; preparing policy analysis, recommendation statement and presentation</td>
<td>Media response to policy issue; health care policy analysis; health care policy recommendation statement; health care policy recommendation presentation</td>
</tr>
</tbody>
</table>

By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values, and skills:

1. Identify the history of health and health care policy in the United States (U.S.), particularly as it has resulted in disparate health care access and health outcomes across race, class, gender, sexual orientation, socioeconomic status, etc.
2. Integrate theories and conceptual frameworks to assess the variety of factors influencing the evolution of U.S. health care policy evolution over time such as competing value bases, power, and economics.
3. Utilize theories and conceptual frameworks to analyze health care policy, particularly as it advances social and economic justice in relation to health care access and health outcomes.
4. Apply evidence-based knowledge to inform appraisal of health care policy and health outcomes.
5. Assess ethical issues for social workers in relation to health care policy and health outcomes.
7. Integrate multiple knowledge bases (including evidence-based knowledge, theory, and ethics) to propose health care policy reforms that reduce health disparities.

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

There is no required textbook for this course. Required readings are available on Blackboard. Readings for each week are posted under the week’s learning module. Please notify the instructor immediately if a file is not active or missing. No hard copies will be made, as you are responsible for downloading or accessing additional materials yourself. Required reading materials will be added at least one week prior to their due date. Supplemental reading materials may be added at any time. You are responsible for checking BlackBoard on a regular basis in order to gain the maximum benefit from the course. PowerPoint slides will be made available on BlackBoard after each class. However, PowerPoint slides are usually not comprehensive, and may only be in outline form. Therefore, it is important to come to class prepared to take notes.

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

If you have not done so already, it is recommended that you purchase the Publication Manual of the American Psychological Association. In addition, the following textbooks are recommended:


Suggested Media:

1. A major national news outlet such as the New York Times, Los Angeles Times, Washington Post, USA Today, or the Wall Street Journal. Each of these newspapers has a website that allows free access to online articles, though you may be limited to a certain number of articles per day/week/month. You can also explore signing up for daily emails such as Today’s Headlines, although similar restrictions on the number of free articles may apply. If you find yourself reaching your limit of free articles, you can choose to alternate reading the different news sources. Finally, you can choose to purchase a digital or print subscription (where available) if you prefer.

2. Google Alerts: This is a free service that allows you to monitor the web for interesting new content. Choose up to three current health policy topics of your interest (e.g. mental health, Affordable Care Act, immigrant health care, HIV/AIDS) and create alerts. Be careful with creating an alert that is either too narrow or too broad—for example, “mental health” may generate an overwhelming amount of alerts as compared to “children’s mental health.” At the same time, specific names or locations may limit your alerts excessively. You may need to adjust your Google Alerts as the class progresses based on
E. Teaching Methods:

This course will encourage new ideas and insights related to health disparities and health care policy. During the course, students may agree or disagree with course content, and you will be challenged to consider (and sometimes endure) ideas counter to your own. Students are required to treat each other, and the instructor, with respect and civility.

Each session will include a combination of lecture, discussions, and classroom exercises. Early in the semester, you will be assigned to a group that is organized to ensure diversity in background, experience, personality traits, etc. Each week, we will begin or end the class with a brief (ungraded) quiz. You will first take the quiz individually and then as a group. Quiz results may be provided through verbal presentation, electronic polling, or other formats. Classroom lectures and discussions will follow closely from the quiz results. All students are expected to contribute actively to the classroom through quizzes and class activities, discussion questions, dialogue and class readings. Depending on the week, guest speakers will be invited for a portion of the class to present on a relevant topic.

Students are expected to complete all assigned readings before each class so they can contribute to class activities and discussion in meaningful ways. Not every article will be discussed in elaborate detail, but should serve as a background for which the class topic is based. As a student in an advanced graduate course, it is typical to expect between 75-100 pages of assigned reading per week. Given the large volume of reading that accompanies this class, it is also expected that at this point in your academic career you can apply the skill of “read smarter, not harder.” You will not be tested on the facts or details of the assigned readings, and in most cases it is unrealistic to expect to read each text from beginning to end. I strongly encourage you to keep in mind the importance of “reading with purpose.” When completing each reading, focus on the organization of the article, the headers, chapter headings, and bullet points. Focus on developing an understanding of the general ideas behind each text. Rather than taking notes on the facts in a given text, for each article consider jotting down the discussion ideas and questions that come to mind and bring those notes to class each week. Finally, focus your reading time on those topics where you feel your understanding is weakest. If you find yourself with reduced reading time in a given week, remember that skimming is always better than skipping the reading altogether.

F. Major Course Assignments & Examinations:

Health Care Policy Analysis and Reflection (35% of total grade):
Ginsberg and Miller-Cribbs (2005) discuss four types of policy analysis frameworks in their chapter (see Learning Module 5) – descriptive, process, evaluation, and hybrid models. Please note that these are types of models, as Ginsberg and Miller-Cribbs provide examples of several different models or frameworks for each type. Select a current health policy (local, state, or federal) and analyze it using one of the specific frameworks from within one of these four types. You may wish to access additional resources from the authors of the specific model or framework you select.

In determining the framework you will utilize, consider the audience who would read this policy. It is up to you to decide who would ultimately benefit from reading your analysis. Is your policy analysis intended to be read by the Legislative Analyst of a local hospital to determine what position to take on legislation that could help or hurt the interests of the hospital and its staff? The Director of the local public health department assessing how a new law will impact preventive care for an indigent population? The Program Director of Health Outreach services at a local nonprofit trying to determine which community programs will make the most impact? The Grants Officer of a national agency responsible deciding how to allocate funding for health services and research?...

In the words of Dr. Chris Kilgore, Writing Resource Coordinator, assume that “Your audience members all have access to Google. Your policy analysis must give them something more helpful than they could find online – you need your own analytical conclusions, and your own argument!”

**Health Care Policy Analysis - Paper:**

This first part of this assignment should be approximately 3-5 pages in length. The actual length may vary depending on the framework you select. Use the key elements of the framework to analyze the policy, keeping in mind that the goal of your analysis is to assist your audience in understanding the policy and confidently making critical decisions based on their understanding.

**Health Care Policy Analysis – Reflection:**

The second part of this assignment should be 3-5 pages in length. You can choose to integrate it as a second section to your analysis paper or submit it separately. After analyzing the policy using the key points of the policy analysis framework as your guide, respond to the following four questions:

1. Why did you pick the policy framework you did?
2. What are the merits and challenges of the framework you outlined to understand your policy issue? Explain how the framework could be strengthened for optimal policy analysis.
3. Given the analysis you conducted, elaborate on the stakeholders involved in your analysis – who are the policy beneficiaries and victims (e.g. explicit vs. implicit beneficiaries)? Who stands to benefit from the policy, and for whom might the policy cause problems? Refer to your analysis as well as the readings from class (particularly Module 5) to support your points.
4. Think back to the audience you envisioned for your analysis paper, and how they might apply your analysis.
   a. Describe the audience for your analysis (role, type of organization, job responsibilities, political ideology, etc.). This does not need to be an actual individual or organization, but you may wish to base this on your professional experiences in order to ensure that your description is as realistic as possible.
   b. What specific recommendations would you make to your audience about how this policy might benefit or harm their clients, staff, or organization? For example, if your audience is a Hospital Administrator of a local hospital, what specific recommendations do you have about their budgetary or staffing decisions? Try to anticipate their counterarguments when formulating your recommendations.

**Websites for Potential Policy Topics:**

- American Public Health Association: [http://www.apha.org/advocacy/](http://www.apha.org/advocacy/)
- Centers for Disease Control and Prevention: [http://www.cdc.gov](http://www.cdc.gov)
- Institute of Medicine: [http://www.iom.edu/](http://www.iom.edu/)
- Kaiser Family Foundation: [http://kff.org](http://kff.org)
- National Institute on Minority Health and Health Disparities: [nimhd.nih.gov](http://nimhd.nih.gov)
- Texas Department of State Health Services: [https://www.dshs.state.tx.us/](https://www.dshs.state.tx.us/)
- Urban Institute: [http://www.urban.org/health_policy/](http://www.urban.org/health_policy/)

**Media Response to Health Care Policy Issue (15% of total grade):**

Identity a health care policy issue related to health disparities/social justice in the media. Monitor the media coverage of this issue during the semester. Formulate a persuasive and evidence-based response in the form of a: (1) letter to the editor, (2) editorial, (3) you-tube video, or (4) letter to your state legislator. You must submit the media response to a media outlet or legislator, but you will not be graded on whether it is published or how it is received. Written responses must be limited to one-page and videos to three minutes.

**Health Care Policy Recommendation Presentation (15% of total grade):**

In a brief presentation, provide an overview summarizing the main point of your policy analysis and recommendations. Include the following information in the presentation:

1) Topic and prevalence of issue: what is the issue and who is affected?
2) Identify the related policy
3) Identify the policy interventions/programmatic changes that you are recommending
4) Identify unintended or indirect costs and benefits of your policy recommendation
5) Identify the most surprising or startling piece of information that you uncovered while researching the policy and attendant issue

PowerPoint slides are not required for this presentation but can be used, as well as other visual aids. Please limit slides to 10. Limit the presentation length to six minutes.

**Health Care Policy Recommendation Statement (35% of total grade):**

Based on your analysis of the health policy in the health policy analysis paper, advocate for a policy response based on your knowledge and research of the issue. Explain your recommendation and the specific action steps necessary for implementation. The recommendation statement should be 2-3 pages in length. An effective statement will include the following characteristics:

1) Clear purpose that is expressed immediately
2) Cohesive argument that persuades the reader of the importance of the issue
3) Substantive evidence
4) Authorial credibility
5) Addresses specific content
6) Addresses needs of the target audience
7) Provides action recommendations
8) Offers clear and feasible recommendations
9) Presents the author’s own views on the policy implications based on research
10) Distinguishes fact from opinion
11) Is accessible and free of jargon
12) Simple and focused
13) Concise
14) Visually engaging
15) Well organized

**G. Grading Policy:**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Policy Analysis</td>
<td>March 11</td>
<td>35% of grade</td>
</tr>
<tr>
<td>Media Response to Policy Issue</td>
<td>April 1</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Health Care Policy Recommendation Presentation</td>
<td>April 29</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Health Care Policy Recommendation Statement</td>
<td>May 13</td>
<td>35% of grade</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</table>
Course Grading Scale.

The following scale will be used for calculating an overall course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
<td>79 - 70</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>59 – 0</td>
</tr>
</tbody>
</table>

H. Make-Up Exam or Assignment Policy:

Late assignments will be accepted on a case-by-case basis depending on individual circumstances, and may receive a penalty of up to 10% of the final grade per day late.

I. 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. As the instructor of this section, I will not take attendance. However, attendance is helpful for class participation.

J. 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.

Learning Module 1

Jan 21

Course Overview and Introduction to the U.S. Health Care System

1. Overview and history of U.S. health care system
2. Underlying values of the U.S. health care system
3. International comparative analysis of U.S. health care policy

Required Readings:

<table>
<thead>
<tr>
<th>Learning Module 2</th>
<th>Overview of U.S. Health Policy</th>
</tr>
</thead>
</table>
| Jan 28 | 1. Overview and history of health care policy  
2. Health care policy and the role of social work  
3. Financing of the U.S. health care system  

**Required Readings:**


<table>
<thead>
<tr>
<th>Learning Module 3</th>
<th>Health Disparities in U.S. – An Issue of Health Equity</th>
</tr>
</thead>
</table>
| Feb 4 | 1. Introduction to health disparities and health equity  
2. Sources of health disparities  
3. Implications of health disparities for health outcomes  
4. Documentary film – “Unnatural Causes…Is Inequality Making Us Sick?” |

**Required Readings:**


<table>
<thead>
<tr>
<th>Learning Module 4</th>
<th>Theoretical Framework for Understanding Health Disparities</th>
</tr>
</thead>
</table>
| Feb 11 | 1. Life Course Framework  
2. Critiques of the Life Course Framework – find a way to critique them  
3. Social Determinants of Health |

**Required Readings:**
<table>
<thead>
<tr>
<th>Learning Module 5</th>
<th>Frameworks for Policy Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 18</td>
<td>1. Overview of policy analysis frameworks</td>
</tr>
<tr>
<td></td>
<td>2. Theoretical frameworks informing health care policy formation</td>
</tr>
</tbody>
</table>

**Required Readings:**


<table>
<thead>
<tr>
<th>Learning Module 6</th>
<th>Advocacy and Effective Communication in Policy Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 25</td>
<td>1. Effective communication of a policy position</td>
</tr>
<tr>
<td></td>
<td>2. Critiques of policy briefs</td>
</tr>
<tr>
<td></td>
<td>3. Guest Speaker</td>
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</tbody>
</table>

**Required Readings:**

   a. Ch. 7 – Influence through lobbing (pp. 108 – 127)
   b. Ch. 8 – Tools to influence and organization others (pp. 128 – 143)
work. *Social Work, 38*(2), 179 – 188.


<table>
<thead>
<tr>
<th>Learning Module 7</th>
<th>The Affordable Care Act (ACA) and Social Work</th>
</tr>
</thead>
</table>
| March 4 | 1. Rationale for policy reform  
2. Policy overview  
3. ACA and social work |

**Required Readings:**


| Spring Vacation | Assignment Due:  
Health Policy Analysis |
<table>
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<tr>
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<tbody>
<tr>
<td>March 11</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Learning Module 8</th>
<th>The Affordable Care Act (ACA), cont.</th>
</tr>
</thead>
</table>
| March 18 | 1. Financing the ACA  
2. Information management systems and electronic record keeping  
3. Guest Speaker |

**Required Readings:**


<table>
<thead>
<tr>
<th>Learning Module 9</th>
<th>Special Topics: Community-based Health Care and Policy Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 25</strong></td>
<td>1. Guest Speaker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Module 10</th>
<th>Special Topics: Immigration, Acculturation, and Health Care Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 1</strong></td>
<td>1. Guest Speaker</td>
</tr>
</tbody>
</table>

| Assignment Due: | Media Response to Health Policy Issue |

<table>
<thead>
<tr>
<th>Learning Module 11</th>
<th>Special Topics: Maternal and Reproductive Health and Health Care Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 8</strong></td>
<td>1. Guest Speaker</td>
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and-Infant-Health-Initiative.pdf.


<table>
<thead>
<tr>
<th>Learning Module 12</th>
<th>Special Topics: Mental Health/Substance Abuse, AIDS and Health Care Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 15</strong></td>
<td><strong>Required Readings:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Learning Module 13</th>
<th>Special Topics: Homelessness and Health Care Policy &amp; The Aging Population and Health Care Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 22</strong></td>
<td><strong>Required Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Guest Speaker</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Module 14</th>
<th>Class Presentations</th>
</tr>
</thead>
</table>
| **April 29**      | ```
Learning Module 15

May 6

Course Review
1. Class Evaluations

FINALS WEEK

May 13

Assignment Due:
Health Care Policy Recommendation Statement

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.

K. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

L. Grade Grievance Policy:

See BSW/MSW Program Manual.

M. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit 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, or view the information at www.uta.edu/resources.

N. 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 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-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
Connecting from Off-Campus .... http://libguides.uta.edu/offcampus
Ask a Librarian ..................... http://ask.uta.edu

O. 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.

P. 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/).

Q. 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 or by calling the Office for Students with Disabilities at (817) 272-3364.

R. 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.

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 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.

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. 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.

V. 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.

W. 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.
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.