Semester/Year: Fall 2015
Course Title: Social Work Practice I
Course Prefix/Number/Section: SOCW 2313-002
Instructor Name: Pamela Kleespies, MSSW, LCSW
Faculty Position: Assistant Professor in Practice
Faculty Profile: www.uta.edu/profiles/pamela-johnson
Office Number: GABC 113
Phone Number: 817 272-3181
Email Address: pamela.kleespies@uta.edu
Office Hours: By appointment, before and after class
Day and Time of Class (if applicable): Tues/Thurs 9:30 - 10:50
Location: Social Work Building A #217

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

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

Critical evaluation of the value base of the social work profession and basic practice concepts in a framework for understanding a variety of intervention models. Requires a 25-hour volunteer placement in a human service agency. Prerequisite: SOCW 2311. Prospective BSW majors only. Grade of C or better in SOCW 2311 required.

Class time will be provided to discuss and prepare the Group Ethics presentation; however, it may not be enough. It is possible that students will need to spend some time on this assignment outside of the regular class period.

B. Measurable Student Learning Outcomes:

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

1. Practice personal reflection and self-correction to assure continual professional development.
2. Attend to professional roles and boundaries

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:

1. Practice personal reflection and self-correction to assure continual professional development.
2. Attend to professional roles and boundaries
1. Recognize and manage personal values in a way that allows professional values to guide practice.
3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled decisions.

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:

1. Distinguish, appraisal, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
2. Analyze models of assessment, prevention, intervention, and evaluation; and
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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:

1. Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Educational Policy 2.1.10(a), (b), (c), and (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(a)—Engagement: Social workers

1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Use empathy and other interpersonal skills; and
3. Develop a mutually agreed-on focus of work and desired outcomes.
Educational Policy 2.1.10(b)—Assessment: Social workers

1. Collect, organize, and interpret client data.
2. Assess client strengths and limitations.
3. Develop mutually agreed-on intervention goals and objectives; and
4. Select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention: Social workers

1. Initiate actions to achieve organizational goals.
2. Implement prevention interventions that enhance client capacities.
3. Help clients resolve problems.
4. Negotiate, mediate, and advocate for clients; and
5. Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation: Social workers critically analyze, monitor, and evaluate interventions.

Council on Social Work Educational Policy, Section 4.5, Social Work Practice: “Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge 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.”

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


*Please note that this is a custom text that is a combination of two different text books. A custom text was selected to save students the cost of purchasing a third text book for this course and for SOCW 3304. Students will use this text again in SOCW 3304. Because this is a custom text, it will likely only be available through the UTA bookstore.


**Students will use this text again in 3304. Students are encouraged to shop several sites (i.e., UTA bookstore, Cengage Publishing, and Amazon) to locate the best possible price for this text. This text can be purchased, as well as rented in electronic and hardcopy format.

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

E. Major Course Assignments & Examinations:

WHY SOCIAL WORK? - 100pts
You will write a brief (2-3 pages) paper identifying your reasons for choosing Social Work as a profession. In this paper you will identify your reasons and discuss any significant relationships, personal life experiences, and personal values that may influence your ability to practice. You will also identify the strengths and weakness that you bring to the field. You will also be asked to address how your own race, gender, culture, religion, and sexual preference potentially affect your ability to establish and maintain an accepting professional relationship with individuals and families in need. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the assignment folder.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b)

GENOGRAM/Analysis- 100 pts
You will create a three generation family Genogram (i.e., grandparents, parents, self, and siblings). If applicable, you may also include your children in the Genogram. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder. You will turn in a hard copy of this assignment on due date.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v)

ETHICS GROUP PRESENTATION-100 pts
Working in small groups, students will make a 15-20 minute presentation in class regarding a case that involves an ethical dilemma. Students will discuss the dilemma and determine how the dilemma should be resolved. Class time will be provided to discuss and prepare the presentation; however, it may not be enough. It is possible that students will need to spend some time on this assignment outside of the regular class period. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.2(a, b, c, and d) Educational Policy 2.1.3(a, b, c) Educational Policy 2.1.7(a).

EXAMS (2) 100 pts each
Two exams will be given during the semester. One will cover the first half of the class material; the second will cover the second half of the class. Exam material will come from lectures, assigned readings, and any handouts given in class. Make-up exams and their format will be provided at instructor’s discretion and you must contact me by email or phone before the time of the scheduled exam. Anyone arriving 30 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.2(a, b, c, d) Educational Policy 2.1.3(a, b, c) 2.1.6(a) Educational Policy 2.1.7(a)

Role-plays – 0 pts
On a number of occasions throughout the semester, you will meet in groups of three to practice skills learned in class and in assigned readings. You will take turns being the social worker and the client. Students are expected to participate fully as part of their class participation. The goal of these exercises is for you to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, I want you to gain insight into what is NOT said as much as what
is said, and to notice when the body language of the role players does not match what they are saying. The role-plays will not be graded; however, participation in the exercises is required as part of your class participation grade.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b, c. and d) Educational Policy 2.1.3(a, b, and c) Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy 2.1.10(a)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v) Educational Policy 2.1.10(c)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(d)-(i, ii, iii, iv, v)

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.10(b)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(c)-(i, ii, iii, iv, v)

Skills Presentation - 50 pts
Students will demonstrate the skills that they have learned throughout the semester in a final brief 2 person role-play segment involving basic interviewing skills utilized by the social work practitioner during an initial meeting. The role play is expected to last 5 minutes. The topic of the first meeting (i.e., why the social worker is meeting the client) should be submitted to me by the end of class on 11/10/15. Some class time will be provided to discuss and prepare the role-play; however, it may not be enough. It is likely that students will need to spend some time on this assignment outside of the regular class period. Additional information on the content and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

SOAP NOTES-50 pts
Using the topic chosen for your skills presentation you will write a SOAP (progress) note which will describe your session from the clinician’s perspective. The SOAP note and format will be explained in class. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

EXTRA - 10 points

Class Activities
Points will be received for activities performed during class meetings (2 points for each activity). If student is not in attendance, points will not be given. Points may NOT be made up.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b, c. and d) Educational Policy 2.1.3(a, b, c) Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy Educational Policy 2.1.10(a)-(i, ii, iii, iv, v) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v) Educational Policy 2.1.10(c)-(i, ii, iii, iv, v) Educational Policy 2.1.10(d)-(i, ii, iii, iv, v)

PAPERS - GENERAL INFORMATION AND EXPECTATIONS
All papers must follow APA guidelines. At a minimum this means:

- Points will be deducted if you do not follow these guidelines. See the following website for additional help with APA format: http://owl.english.purdue.edu/owl/resource/560/01/

- Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own - i.e., using direct sentences written by others) will result in a failing grade for the course.
Please use formal and professional language when completing papers and assignments for this course (i.e., Why Social Work paper and Psychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, etc.).

**Unless indicated by the instructor in the final assignment instructions (posted on Blackboard), all papers and designated assignments must be submitted through Blackboard. **Hard Copies are not to be turned in unless specified otherwise.

**F. Grading Policy**

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

All written assignments will be due on the date listed on the Course Schedule at the beginning of class; if you are more than 15 minutes late for class, the paper is considered late. **Five points will be deducted for each calendar day the paper is late if due online. If hard copy was due it will be 5 pts off each class day assignment is late.**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Why Social Work Paper</td>
<td>100 pts</td>
<td>540 - 600 = A</td>
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<tr>
<td>Genogram/analysis</td>
<td>100 pts</td>
<td>480 - 539 = B</td>
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<tr>
<td>Ethics Presentation</td>
<td>100 pts</td>
<td>420 - 479 = C</td>
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<tr>
<td>Exam I</td>
<td>100 pts</td>
<td>360 - 419 = D</td>
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<tr>
<td>Skills Demonstration</td>
<td>50 pts</td>
<td>Below 359 = F</td>
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<td>SOAP note</td>
<td>50 pts</td>
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<td>Exam II</td>
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A grade of incomplete will not be given for this class.

**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.

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

If it is necessary for you to be late or leave class early, please let instructor know in advance. Any in class assignment missed cannot be made up. Make-up exams and their format will be provided at instructor’s discretion and you must contact me by email or phone before the time of the scheduled exam. Anyone arriving 30 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam.
All written assignments will be due on the date listed on the Course Schedule (see below) at the beginning of class; if you are more than 15 minutes late for class, the paper/assignment is considered late. **Five points will be deducted for each calendar day the paper is late if due online. If hard copy was due it will be 5 pts off each class day assignment is late.**

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. 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. For this course, here is the attendance policy:

Due to the format and content of this course, regular and punctual attendance is imperative and expected. Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final grade. If it is necessary for you to be late or leave class early, please let me know in advance. Any in class assignment missed cannot be made up.

**I. Course Schedule:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Class Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Intro/ Course Overview</td>
<td>8/27/15</td>
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<tr>
<td>Web Links:</td>
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<td>1. Writing Help and APA Guide Online:</td>
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<td>2. On-Line Study Skills Improvement Information</td>
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<td><strong>Course Confidentiality Agreement Due In Class</strong></td>
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<td>2</td>
<td>Intro to Direct Practice</td>
<td>9/1/15</td>
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<td>• Cournoyer- Chap 1</td>
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<td>3</td>
<td>Intro to Family Social Work</td>
<td>9/3/15</td>
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<td>• Collins-Chap 1</td>
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<td>4</td>
<td>What is Family?</td>
<td>9/8/15</td>
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<td>• Collins- Chap 2</td>
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<td>5</td>
<td>Family Systems</td>
<td>9/10/15</td>
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<td>• Collins-Chap 3</td>
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<td>6</td>
<td>Family Strengths &amp; Resilience</td>
<td>9/15/15</td>
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<td>• Collins-Chap 5 pp 147-170</td>
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<td>7</td>
<td>Practical Aspects of Family Social Work</td>
<td>9/17/15</td>
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<td>• Collins- Chap 6</td>
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<td><strong>“Why Social Work” Paper Due</strong></td>
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<td>8</td>
<td>Ethical Decision Making</td>
<td>9/22/15</td>
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<td>• Cournoyer, Chap 5</td>
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<td>9</td>
<td>Self-Understanding &amp; Professionalism</td>
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<td>• Cournoyer- Chap 2</td>
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<td>10</td>
<td>Valuing Diversity</td>
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<td>10</td>
<td>• Collins Ch 5 pp 171-179</td>
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<td>10</td>
<td>• Cournoyer Ch 4</td>
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<td>11</td>
<td>Ethics Presentation Preparation</td>
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<td>Ethics Presentations</td>
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<td>13</td>
<td>Ethics Presentation</td>
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<td>14</td>
<td>Review for Exam I</td>
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<td>Exam I</td>
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<td>16</td>
<td>Qualitative Family Assessment</td>
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<td>16</td>
<td>• Collins - Chap 8</td>
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<td>• Genogram instructions</td>
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<td>17</td>
<td>Talking &amp; Listening</td>
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<td>17</td>
<td>• Cournoyer- Chap 6</td>
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<td>18</td>
<td>Preparing</td>
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<td>18</td>
<td>• Collins - Chap 7</td>
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<td>18</td>
<td>• Cournoyer-Chap 7</td>
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<td>19</td>
<td>• Cournoyer-Chap 8</td>
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<td><strong>Genogram/analysis Due</strong></td>
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<td>20</td>
<td>Exploring</td>
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<td>20</td>
<td>• Cournoyer-Chap 9*</td>
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<td>There are 2 Chapter 9’s-read the one titled “Exploring”</td>
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<td>Skills for Assessment</td>
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<td>21</td>
<td>• Cournoyer Ch 9* Read the Chap 9 titled “Assessment: Intrapersonal,</td>
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<td>• Intepersonal, and Environmental Factors”</td>
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<td>• Topic for Skills Presentation Due</td>
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<td>Biopsychosocial</td>
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<td>22</td>
<td>• Review Chap 9 “Assessment...”</td>
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<td>23</td>
<td>Practice Skills</td>
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<td>23</td>
<td>Developing Helping Skills Video: A Step by Step Approach to Competency</td>
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<td>24</td>
<td>SOAP Notes</td>
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<td>24</td>
<td><a href="http://www.unm.edu/~clinic/Procedures/Forms/soap">www.unm.edu/~clinic/Procedures/Forms/soap</a> notes.pdf</td>
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<td>25</td>
<td>Skills presentations Preparation</td>
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<td>26</td>
<td>Skills Presentations</td>
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<td>27</td>
<td>Skills Presentations SOAP Notes Due</td>
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<td>28</td>
<td>Course wrap up</td>
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<td>28</td>
<td>Review for Exam II</td>
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<td>29</td>
<td>Exam II</td>
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</tbody>
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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.

**J. Expectations for Out-of-Class Study:**

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

**K. Grade Grievance Policy:**


**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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. 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](http://www.uta.edu/resources).

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 self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit [http://www.suicidepreventionlifeline.org/](http://www.suicidepreventionlifeline.org/) for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](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](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 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](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](http://www.uta.edu/library)
- Subject Guides......................... [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves.................. [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Library Catalog.............. [http://discover.uta.edu](http://discover.uta.edu)
N. Emergency Exit Procedures:

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

O. Drop Policy:

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

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA).* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

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

R. Academic Integrity

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

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101,

S. Electronic Communication:

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

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:

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