UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

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<thead>
<tr>
<th>Semester:</th>
<th>Summer 11-week</th>
<th>Year:</th>
<th>2015</th>
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<tr>
<td>Course Prefix/Number:</td>
<td>SOCW 6344</td>
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<tr>
<td>Section Number:</td>
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<tr>
<td>Course Title:</td>
<td>Treatment of Children and Adolescents</td>
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<tr>
<td>Instructor Name:</td>
<td>Katherine Sanchez, PhD, LCSW</td>
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<tr>
<td>Faculty Position:</td>
<td>Assistant Professor</td>
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<tr>
<td>Faculty Profile:</td>
<td><a href="http://www.uta.edu/profiles/katherine-sanchez">http://www.uta.edu/profiles/katherine-sanchez</a></td>
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<tr>
<td>Office Number:</td>
<td>Social Work Complex A, Room 208C</td>
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<tr>
<td>Phone Number:</td>
<td>817-272-2135 (You may leave a message, but emailing is preferred)</td>
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<tr>
<td>Email Address:</td>
<td><a href="mailto:ksanchez@uta.edu">ksanchez@uta.edu</a></td>
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<td>Consultation Availability:</td>
<td>By appointment</td>
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<td>Day and Time of Class (if applicable):</td>
<td>Monday/Wednesday 3:30 – 5:20</td>
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<tr>
<td>Location (Building/Classroom Number):</td>
<td>SWCA/219</td>
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Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: https://elearn.uta.edu

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

Overview of the literature which describes physical, psychological, and cultural characteristics unique to childhood and adolescence. Attention then turned to treatment principles, and the specification of procedures for the amelioration of problems common to children and adolescents. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.
B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:

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

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

1. Advanced social workers practice in DPMHSA active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness.

2. Advance social workers in DPMHSA develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

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

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

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

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

1. Advanced social workers in DPMHSA distinguish mental health, mental illness, and mental well-being across the life span.

2. Advanced social workers in DPMHSA compare the various etiology and treatments for substance abuse and addiction.
3. Advanced social workers in DPMHSA understand the relevant organizational world-views and culture that influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.

4. Advanced social workers in DPMHSA understand system resources available to clients across the life course, and the unique issues facing them in gaining access to and utilizing these resources and reforming policy and delivery systems to address unmet needs.

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

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

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

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

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

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

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

1. Advanced social workers in DPMHSA will be able to describe the structure of the DSM IV and conduct an assessment using the DSM criteria and structure.
3. They assess clients’ readiness for change and coping strategies.

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

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

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

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

Social workers critically analyze, monitor, and evaluate interventions.

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

**Upon completion of this course, the participant will be able to:**
1. Demonstrate an understanding of person-centered evidence-based practice that includes understanding recovery support systems, the person in the environment, human development, the neurological underpinnings of mental health conditions, and concepts of service user recovery and empowerment. EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.9

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

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

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

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

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

Some class sessions will be done online using the BlackBoard site for this course to teach literature search techniques and single subject design strategies for evaluating practice. Major online references will include the Cochrane Library and the Campbell Collaboration Library within the Central Library e-databases. A program-oriented resource is [www.samhsa.gov/ebpWebguide](http://www.samhsa.gov/ebpWebguide).


Also available free online courtesy of the Central Library--

**UTA web access for DSM V:**


*Clinical Evidence* and *Best Practice* e-databases: The developing evidentiary base on mental health interventions contained in the Central Library e-databases *Clinical Evidence* and *Best Practice* will serve as another set of required “texts” in this course.

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


**CHOOSE ONE:**


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

There are three exams, one paper, and class exercises (including some which are videotaped in class). All written assignments are in APA format and hard copy.

**Online Integrated Behavioral Health Training:** Class 3, 7, 11 and 15

**University of Washington: IMPACT Evidence-based Depression Care**

A free online course in Collaborative Care designed for care managers.
The course is presented in 13 modules, to be completed at your pace during the above class sessions. **BE SURE track your progress on the checklist and submit certificate of completion to instructor.**

**Class videotaping exercises: bring recording devices**

- Class 4  Engagement & Assessment
- Class 6  Diagnosing early onset SPMI
- Class 9  Treatment of Externalizing Disorders
- Class 16  Observation/mapping of “standard client” role play

Students will be asked to bring recording devices for these exercises, as well as provide instructor a copy for reviewing.

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

**Examinations.**

Three Examinations will be given during the semester. They will be made up of multiple choice questions from reading assignments and lectures and include diagnosis and treatment planning exercises.

**Writing Assignments.**

One major writing assignment will be given during the semester. The paper will be an opportunity to apply concepts and interviewing skills related to experiences and developmental tasks of children with mental health conditions, including impact on family and access to and benefit from evidence-based interventions.

**Final Paper: Critical Analysis Paper (DUE: August 10)**

Each student will select one diagnosis that is included in the DSM-V, and assigned class readings. You will complete a Critical Analysis of the diagnosis you have chosen,
focusing your paper on evidence-based treatment interventions. Students should get approval of their chosen topic from the professor. A typed, well-written and packaged, 10 – 15 page paper is to be submitted. Your resources must consist of a minimum of 10 peer-reviewed journal articles.

Students may choose to write about treatment modalities that have been covered in class, but are free (and encouraged) to review modalities and interventions that have not been covered in class.

_It is recommended that students set up the paper, using both headings and subheadings in their presentation, using the following outline:_

- **Introduction and Overview** (5 points). This section of the paper serves three purposes.
  First, it describes the targeted problem or client population, placing them within some context. Second, it provides a statement of the problem or questions to be explored. Finally, it states the significance of the problem and the rationale behind examining it.

  (1) Definitions: Define all key concepts and ideas. This should include criteria for determining the existence of the problem. In other words, discuss how we know when we see this problem. Use the literature to support your definition.

  (2) Scope of the Problem: Provide epidemiological data when available, along with a rationale for why this is a critical social problem that warrants attention.

  (3) Cultural/Ethnic/Gender/Ethical Considerations: Address any cultural, ethnic, gender and ethical related issues that should be considered during the course of assessment and treatment, and what should be done to resolve those issues.

- **Intervention** (20 points). Describe your preferred intervention for treating this population. Areas that should be addressed in this section include:
(1) Theory. Briefly discuss what theoretical perspective(s) drive the intervention program.

(2) Description. Describe the intervention.
Components of this section might address:
   a. General overview and format of the treatment approach.
   b. Key techniques that one would use if implementing this therapeutic approach.
   d. How you would tailor this therapeutic approach, if at all, to compliment your personal style, or to integrate it with other preferred treatment approaches when possible).

(3) Evidence-Base. Synthesize the practice effectiveness (outcome) research on your chosen treatment modality for that given problem area. If you have chosen a treatment approach that cannot be considered an evidence-based approach at this time, then review what credible evidence is available that supports your selection. In short, do not just rely on your practice wisdom, or on the current popularity of a certain approach.

The goal here is to think critically about your choice, reviewing the available research to support the treatment approach. Cite a minimum of 5 peer-reviewed/scientific journals and/or meta-analyses in this section.

   • Critical Analysis (10 points)
Provide a critique of the intervention. What do you (and others) see as its strengths and limitations? How solid is the evidence-base of this intervention? In what ways does it need further scientific support? Does your chosen intervention appear to help clients? If so, to what extent, and what evidence do you have for this? Provide suggested directions for future research and practice in this area, as well as implications for social work practice
Include in your critical analysis a thorough discussion of the strengths and limitations of the current research. What are they, what are the main tenets and why do you think they would fit with your diagnosis? Does the intervention comprehensively address the
complexity of the diagnosis? And if so, how? Based on your research, what are some of the implications for practice?

- **References (5 points).** Follow APA (6th ed.) format.

Grading of this written assignment will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 6th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your paper several times and, if possible, have someone else proof read it.

**Class Presentation: Summarize the implications for practice; 5-10 minutes**

Things to consider:
1. Briefly describe the method/technique including relevant empirical findings related to its use.
2. Delineate assessment methodology including assessment measures/instruments appropriate for the intervention.
3. Describe the intervention.
4. Identify methods to evaluate treatment efficacy.
5. Document your paper extensively (a minimum of 10 references additional to required reading is required). Utilize APA reference format in text and reference list.
8. You may use an appendix in which to include assessment measures.

**Grading:** The paper is worth a maximum total of 40 points. Grading is on grammar and content. Poor grammar, spelling errors, etc. will lower paper one letter grade. Paper must be 10-15 pages long. Use APA style throughout.

F. Grading Policy:
### Course Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tr>
<td>Exam 1, 2 &amp; 3 (10% each)</td>
<td>30%</td>
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<tr>
<td><strong>June 22, July 20, August 3</strong></td>
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<tr>
<td>Critical Analysis Paper</td>
<td>40%</td>
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<td><strong>DUE August 10</strong></td>
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<tr>
<td>Classroom Videos</td>
<td>20%</td>
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<tr>
<td><strong>June 27, June 24, July 6, July 29</strong></td>
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<tr>
<td>Class participation</td>
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**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.

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

All written assignments are due at the beginning of class period of the date specified on the course outline.

**NO LATE ASSIGNMENTS OR PAPERS WILL BE ACCEPTED.**

Assignments are to be completed correctly at the time of submission. No papers or assignments may be resubmitted once a grade is given.

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**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:

Students are expected to be on time, attend all class sessions, and stay until the completion of the class. Students are expected to participate actively in the
teaching/learning process by asking questions, participating in discussions and actively voicing their views and opinions. Methods of assessing participation include class exercises, videotaped role-plays and live interview demonstrations, and exchange of ideas. Many activities done in class will count toward the participation grade.

I. Course Schedule:

Class 1 – June 8

Topic: Introduction & Understanding Treatment of Children/Adolescents

Readings/Lecture/Assignments: Review Course Syllabus, DSM system, Assessment Skills, Ethical Issues, Recording, Neurobiology.

Read: Begin Casebook, Ch. 1, Johnson, Part 1, and DSM intro

Class 2 – June 10

Topic: Evidence-based Practice with Children/Adolescents; Integrated Behavioral Health

Readings/Lecture/Assignments: Literature search techniques, techniques for evaluating the available evidence on best practices in mental health; students will analyze primary source readings from major research on evidence-based mental health assessment tools and interventions for infants, children, and adolescents in the context of selecting their paper topic and beginning the search for that topic.

Read: Begin Casebook, Chs.3-5, Johnson, Parts 2 & 3

Class 3 ONLINE Training – June 15

Topic: Integrated Behavioral Health

Assignment: IMPACT Evidence-based Depression Care: Modules 1, 2, 3, 4: http://impact-uw.org/training/onlinetraining.html

PLEASE TRACK YOUR PROGRESS ON THE LEARNER’S CHECKLIST:
Read: Casebook, Ch. 17, Johnson, Part 4, selected EBP text, “Evaluating Clinical Evidence and Using Practice Guidelines” powerpoint, continue DSM sections on Neurodevelopmental Disorders.

Class 4 – June 17
Topic: The Assessment Interview and Clinical Interviewing Techniques, Treatment planning, Early Onset Mood and Anxiety Disorders and Conduct Disorders
Readings/Lecture/Assignments: Mood/Anxiety Assessment, Treatment planning, Racial, Ethnic, and Cultural Issues
Read: DSM sections on Mood and Anxiety Disorders, the Cultural Formulation Interview

Class 5 – June 22
Examination #1
Readings/Lecture/Assignments: Practice assessment role plays/videotaping
Read: Casebook, Ch.11, continue DSM sections

Class 6 – June 24
Topic: Elimination Disorders, Early Onset Severe and Persistent Mental Illnesses
Readings/Lecture/Assignments: Practice assessment role plays/videotaping
Read: Casebook, Ch. 2; DSM sections on Psychotic Disorders

Class 7 ONLINE Training – June 29
Topic: Integrated Behavioral Health
Assignment: IMPACT Evidence-based Depression Care: Modules 5, 6, 7:
http://impact-uw.org/training/onlinetraining.html
PLEASE TRACK YOUR PROGRESS ON THE LEARNER’S CHECKLIST:

Class 8 – July 1
Internalizing Behavior Disorders (childhood onset anxiety and mood disorders)
Readings/Lecture/Assignments: Assessment and Treatment, Racial, Ethnic, and Cultural Issues
Read: Casebook, Ch. 6, DSM section on OCD and related

Class 9 – July 6
Topic: Externalizing Behavior Disorders (Conduct Disorder/Oppositional Defiant Disorders, ADHD, Intermittent Explosive Disorder)
Readings/Lecture/Assignments: Assessment and Treatment
Racial, Ethnic, and Cultural Issues, Practice behavioral tx role plays/videotaping
Read: Casebook, Ch. 15-16: DSM section on disruptive disorders.

Class 10 – July 8
Topic: Substance Abuse, Behavioral Counseling
Read: Casebook, Ch. 15-16: DSM section on substance use disorders.

Class 11 ONLINE Training – July 13
Topic: Integrated Behavioral Health
Assignment: IMPACT Evidence-based Depression Care: Modules 8, 9, 10:
http://impact-uw.org/training/onlinetraining.html

PLEASE TRACK YOUR PROGRESS ON THE LEARNER’S CHECKLIST:
**Class 12 – July 15**

**Topic:** Gender Dysphoria, Feeding and Eating Disorders, and SIB

**Readings/Lecture/Assignments:** Assessment and Treatment, Racial, Ethnic, and Cultural Issues, general review of psychopharmacology

**Read:** Casebook, Ch. 10, 14; DSM sections on these disorders

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**Class 13 – July 20**

**Examination #2**

**Topic:** Family Counseling, Grief and Loss in Families, Emotional, Physical and Sexual Abuse and other trauma.

**Read:** DSM section on stress and trauma disorders

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**Class 14 – July 22**

**Topic:** Brief Intervention Strategies (task-centered, solution-focused, harm reduction, motivational interviewing),

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

**Read:** Casebook, Ch. 7, Johnson, rest of book

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**Class 15 ONLINE Training – July 27**

**Topic:** Integrated Behavioral Health

**Assignment:** IMPACT Evidence-based Depression Care: Modules 11, 12, 13: [http://impact-uw.org/training/onlinetraining.html](http://impact-uw.org/training/onlinetraining.html)

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**PLEASE TRACK YOUR PROGRESS ON THE LEARNER’S CHECKLIST:**

Class 16 (in Center for Clinical Social Work) – July 29

Topic: Play Therapy and Standardized Client Videotaped Role Play

Readings/Lecture/Assignments: Standardized Teen Client Videotaped Role Play in CCSW Video Room and Observation Room; Demonstration of play therapy in CCSW play therapy room, differentiation of play techniques in assessment and in treatment, stage of development issues in using play therapy, discussion of implementation of various treatment models (CBT, solution-focused, psychodynamic, systematic desensitization, behavioral/social learning) in play therapy modality, search for current evidence on efficacy of play therapy techniques in assessment and treatment with various populations.

Read: Casebook, Ch. 12, DSM continue sections

Class 17 – August 3

Examination #3

Topic: Intervention Outcome Measurement

Readings/Lecture/Assignments: Single Subject Design and other outcome measurement approaches for intervention effectiveness

Read: Selected EBP text

Class 18 – August 5

Topic: Counseling children with special concerns, Pervasive Developmental Delay, Intellectual Disability, Learning Disabilities, and related

Readings/Lecture/Assignments: Developmentally specific assessment and tx

Read: Casebook, Ch. 18, finish DSM sections

Class 19 – August 10

Topic: Caregiver issues/parenting children with mental health issues; Current controversies in the treatment of children and adolescents

Read: 1 current peer-reviewed article on prevalence and incidence of mental disorders among children and adolescents.
FINAL PAPER DUE

Class 20 – August 12
Topic: Wrap-up

FINAL PAPER ORAL PRESENTATIONS

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.

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/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:
The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses:

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

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

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 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.

R. Academic Integrity:
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

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

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred
to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

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