A. Description of Course Content

Focuses on assessment and intervention with those evidencing acute and chronic mental health problems and disabilities. The course addresses the delivery of services to various populations (children, adolescents, and adults), service delivery systems (community mental health, managed behavioral health care), and a wide range of problems. Topics include well-being, ethics, case management, treatment planning, managed care, DSM, PIE, and substance abuse. Required of all DP students specializing in Mental Health. Prerequisite: SOCW 6325.

B. Student Learning Outcomes

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 in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.
2. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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

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

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

1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

1. Advanced social workers in mental health/substance abuse 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/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

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

1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.
2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.

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

1. Advanced social workers in mental health/substance abuse 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/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.
2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

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

1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.
2. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.
2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.

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

1. Advanced social workers in mental health/substance abuse assess the quality of client’s interactions within their social contexts.
2. Advanced social workers in mental health/substance abuse 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 mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.

Educational Policy 2.1.10(b)—Assessment

1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.

Educational Policy 2.1.10(c)—Intervention

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

Educational Policy 2.1.10(d)—Evaluation

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

Competency-Based Performance Outcome Objectives for Advanced Skills and Practice Behaviors:

Students will demonstrate through their field visit oral reports and discussions, written reports, or other alternative written assignments and through the policy analysis paper:

1. The participants will describe an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment. EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.8
2. Students will be able to define mental health, mental illness, and mental well-being. EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6
3. Students will be able to describe the structure of the DSM IV and DSM-5 and conduct an assessment using the DSM criteria and structure. EPAS 2.1.8, 2.1.10 a-b
4. Students will be able to 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, trauma, and so forth for adolescents, adults, and older adults. EPAS EPAS 2.1.2, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10
5. Students will use critical thinking to adapt established assessment and treatment approaches to the unique characteristics and needs of diverse clients. EPAS 2.1.3, 2.1.7, 2.1.10
6. Students will be able to compare the various etiology and treatment options for substance abuse and addiction. EPAS 2.1.2, 2.1.5, 2.1.6, 2.1.9, 2.1.10

C. Required Textbooks and Other Course Materials


And other journal articles and book chapters as assigned in class.

D. Additional Recommended Textbooks and Other Course Materials

D. C.: APA.


UTA web access for DSM IV-TR: [http://eresource.uta.edu/cgi-bin/db-statref.cgi](http://eresource.uta.edu/cgi-bin/db-statref.cgi)


E. Descriptions of Major Assignments and Examinations

**Biopsychosocial Assessment** (Objectives 2, 3 and 5) *(20%)*

Perform and write up in narrative form a comprehensive biopsychosocial assessment of a client you are working with in the field. Follow the outline provided in the Sands and Gellis book in Chapter 4 and refer to theories discussed in Chapter 3. Be sure to include an analysis using a theoretical framework. This paper should be six pages long, double spaced. No references other than Chapter 3 and 4 in the Sands and Gellis book are required, but use of additional references will enhance the grade. It is due on October 11th and must be submitted via BB no later than 1159pm. It is worth 20% of your grade. The paper should be 3-6 pages double-spaced. The grading rubric is posted on BB.

*The following are suggestions for to guide your writing:*

A logical presentation of information

Evidence from the reading to demonstrate influences on your learning.

Originality and clarity of your writing

APA format

**In Class Training Exercise.** (Objectives 1, 2, 4, and 5). *(30%)*

Students will be divided into groups of 5. You will assume the role of trainers for the staff at a local community mental health agency. Your group will train the clinical staff to work with a particular type of client and treatment. You must select and present the essential and advanced skills necessary for the clinicians in approximately 30 minutes. Groups will be established the first week of class. The presentations will be given on the next to last day of the course, November 29th. All handouts and materials must be submitted to BB no later than 1159pm on November 28th in order for the class to be able to print handouts.

The material must (1) touch on the assessment strategies and ethical issues, (2) emphasize the treatment methods for the disorder(s), and (3) any other cultural elements that are essential for working with the particular type of mental health client such as client’s age, gender, ethnicity, philosophical or theological perspectives, and personal orientations.

The presentation should be a demonstration and a teaching tool and you must provide handouts. It should contain the most relevant materials to justify your selection of assessment tools, intervention methods, possible medications, ethical issues, and maintenance strategies. A reference list of sources should be included.
with your presentation (using APA format). Though this is a group project, each student will be responsible for his or her own portion of the presentation and materials.

The following is a possible outline for the presentation:

Part 1: Information about typical clients with a particular mental health concern at your hypothetical agency - Description of the mental health concern, diagnostic criteria, assessment tools, validity and reliability of viable treatment options. (5-10 minutes)

Part 2: Scenes showing the various elements or stages of the treatment approach. (10 to 15 minutes)

Part 3: Questions and answer. (5 minutes)

The grade is dependent on the content and the demonstration of your skills.

**Intervention Paper.** (Objectives 1, 4, 5 and 6). *(40%)*

This paper is due via BB by 1159pm on November 8th. It should be referenced, APA style, and follow the instructions below. It is worth 40% of your grade.

1. Choose a specific intervention related to individuals with a diagnosis of serious mental illness, depression, anxiety, or dual diagnosis. If you choose one that is discussed in the readings, you must go well beyond the readings in your paper. You can also use an intervention that is not discussed in the readings.

Write a paper that addresses the following questions/points:
A) description of the intervention (including key components of the intervention and steps to be taken); B) goals/targets/desired outcomes of this intervention; C) critical analysis of the research evidence supporting the intervention, indicating where the support is strongest (which populations); D) discussion of what additional research is needed on the chosen mental health intervention to enhance its level of empirical support, and to demonstrate it's effectiveness with specific populations that you are working with.

Your paper should include detailed attention to at least 4 research articles (documenting peer-reviewed studies, not review articles). You should have a minimum of 6 references for the paper. Make sure to use the most current research literature available. The paper should be 5-7 double-spaced pages, using APA reference style, and one inch margins all around. References and citations should be from empirically-based academic (peer reviewed) journal article.

**Class Participation.** (Objectives 1-6). *(10%)*

Students are expected to attend each class session. Though attendance may not always be taken, there will be random quizzes and group activities that will count toward your final grade. These in class quizzes and activities may NOT be made up. Not attending classes will adversely affect your grade.

**F. Grading**

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 2 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 2 week period. FERPA, a federal
law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail.

Calculating your grade after ALL assignments have been graded: Find the “Total” (max. points=100) column in Blackboard Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>below 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:
- First, read and view the assigned material.
- Second, ask your question regarding the course materials through an email to the professor or in class (usually your peers will have the same question).
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.

Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.”

The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be use to assess your major assignments on Blackboard. This will help you guide your work and understand your professor’s expectations. It is recommended that you check the rubrics before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA’s English Writing Center.

Each week, you should:
1. Attend class weekly, complete/submit assignments and download course materials posted by the instructor.
2. Complete your readings; supplemental readings are noted in the course outline in this document and are available in the appropriate folder in the “Supplemental Readings” area on Blackboard.
3. Complete all assignments and exams. These are designated in the course outline in this document. Assignments will be submitted via Blackboard. Assignment links will be available in the Assignment tab in the main menu on Blackboard.
4. Evaluate whether you understand the course materials. If you have questions about the course materials, then please email your questions to the professor (harperkiva@uta.edu) or ask in class.

Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below. An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The
completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades. The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:
- Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
- Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) http://www.indiana.edu/~wts/pamphlets.shtml

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.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

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G. Make-Up Exams

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT.

H. Attendance

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

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. For institutional authorized absences please refer to the latest academic regulation: http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#9.
As the instructor of this section,

1. Each student is expected to attend each class. Absences will adversely affect your grade.

2. A respectful and inclusive environment is expected. Any disruption of the course learning environment will result in the identified student(s) being referred to the Professional Standards Committee and possibly being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

3. Meaningful class participation is one of the requirements of university education. All students are expected to attend and be an active participant in the classroom. Students are expected to demonstrate professionalism at all times.

4. In borderline grade situations, attendance will count at the professor’s discretion.

I. Course Schedule

**Week 1 (Aug 30): Social Workers and Mental Health Clients**

To introduce the course requirements and expectations; To put students at ease about the content and expectations of the course; Definitions: Mental Health, Mental Illness, Mental Well-Being; Mental Health Themes and Concepts; Social Deviance, Societal Reactions, Labeling, and, Community Norms; Historical and Professional Perspectives on Mental Health; Research Based Practice

**Week 2 (Sep 6): Definitions, Themes, Concepts, Research, Social Context, and Assessment of Mental Disorders.**

Development of Mental Health Problems: Heredity, biology, genetics; Psychosocial development and social learning; Social stress, systems/ecological perspectives; Ethical Dilemmas in the Delivery of Mental Health Service; Categorizing Mental Illnesses – DSM IV; Racial, Ethnic, and Cultural Issues


**Weeks 3 & 4 (Sep 13 & 20): Mood Disorders: Assessment and Treatment**

Clients with Depression; Multiple Dimensions of Assessment; Effective Treatments

• Bentley, K. J., & Walsh, J. (2006). Chapter 4-5.
• Bipolar Overview 2012.
• Mixed Features Specifier 2013 - For depression Fact Sheet

Weeks 5 & 6 (Sep 27 & Oct 4): Anxiety Disorders: Assessment and Treatment

Explanatory Theories: The learning and maintenance of fears; Assessment and interventions; Effective Treatments


Week 7 (Oct 11): Sexual Disorders

Survey of Sexual Disorders: Dysfunction and conditioning

• Gender Dysphoria 2013 Fact Sheet
• Paraphilic Disorders 2013 Fact Sheet

BIOPSYCHOSOCIAL ASSESSMENT DUE OCT 11
Weeks 8-9 (Oct 18 and Oct 25): Eating Disorders

Types of eating disorders; Assessment and Treatment

- Eating Disorders 22013 Fact Sheet

Weeks 10-11 (Nov 1 and Nov 8): Psychotic Disorders: Assessment and Treatment of Schizophrenia

Severe Mental Disorders: Theories, Concepts, and Philosophies; Theoretical Issues; Effective Treatment


INTERVENTION PAPER DUE NOV 8

Weeks 12-13 (Nov 15 and Nov 22): Substance Abuse Treatment and Comorbid Disorders

Dual Diagnosis and Substance Abuse; Etiology of Substance Use Disorders; Assessment.


**Week 14 (Nov 29): Delirium and Dementia**

Neurocognitive Disorders: Etiology; Assessment; Differentiation; Treatment.


**GROUP PRESENTATIONS Due NOV 29**

**Week 15 (Dec 6): Self-Care. Course Evaluation and Wrap Up**

**Complete outstanding SFS’s, complete outstanding group 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.

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

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

**K. Grade Grievances**


**L. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer
students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) 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

The following is a list, with links, of commonly used library resources:

Library Home Page............................. http://www.uta.edu/library
Subject Guides................................. http://libguides.uta.edu
Subject Librarians.............................. http://www.uta.edu/library/help/subject-librarians.php
Course Reserves............................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ............................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus............. http://libguides.uta.edu/offcampus
Ask a Librarian................................. http://ask.uta.edu

N. Emergency Exit Procedures

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

O. Drop Policy

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

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of
disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleix](http://www.uta.edu/titleix) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/).

T. Electronic Communication

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

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

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