

THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2016

Course Title: Social Work Research Methods

Course Prefix/Number/Section: SOCW 3305- 5

Instructor Name: Robyn Smith-Bull, LCSW

Faculty Position: Adjunct

Office Number: N/A

Phone Number: Email is the preferred mode of communication.

Email Address: socw3305@gmail.com

Office Hours: By Appointment face to face, over phone, Face Time, or Skype

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Description of Course Content

This course is designed to provide students with the fundamental skills to understand, use, and conduct research to advance the knowledge base of the social work profession and assess the effectiveness of social work interventions in generalist social work practice. The course addresses elements of the research process, quantitative and qualitative methods, research ethics, and approaches to data analysis. Particular attention will be given to the role of research with populations-at-risk, social and economic justice, and cultural diversity. Prerequisite: SOCW 2311; SOCW 2325 OR SOCI 3352, or permission of the instructor.

B. Student Learning Outcomes

Section 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, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (Relevant assignments: Article Critiques, Research Proposal Paper)
2. Analyze models of assessment, prevention, intervention, and evaluation. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

Section 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 practice experience to inform scientific inquiry and (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)
2. Use research evidence to inform practice. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

Student Learning Outcomes

1. Identify elements of an evidence-based practice model, the research process and social work research methods with application to the process of evidence-based practice and evaluation of social work practice and programs.
2. Use and critically examine existing literature with emphasis on issues regarding cultural diversity, gender, sexual orientation, and sensitive topics (i.e., social and economic justice, oppression, and populations at risk).
3. Apply relevant social, cultural, economic and other diversity factors in the selection of topics, the methods employed, the nature of analysis, and the conclusions drawn in the research endeavor.
4. Apply scientific methods to issues of concern for social workers, including how to formulate meaningful research questions, select appropriate research designs, develop and employ basic methods of data collection and conduct quantitative and qualitative analysis.
5. Use empirical studies as a knowledge base to support professional interventions and decisions for the enhancement of client well-being.
6. Interpret statistical concepts and present results as they apply to social work.

C. Required Textbooks and Other Course Materials

Maschi, T., & Youdin, R. (2012). Social worker as researcher: Integrating research with advocacy.

D. Additional Recommended Textbooks and Other Course Materials

Trochim, W.M. (2006). The Research Methods Knowledge Base (2nd ed.). Retrieved from <http://www.socialresearchmethods.net/kb/>

E. Descriptions of Major Assignments and Examinations

Plagiarism Tutorial (15 points)

This tutorial is designed to make you aware of what constitutes plagiarism. This will assist you in avoiding plagiarism in your papers for this class and others.

1. Complete the tutorial available at <http://library.uta.edu/plagiarism/index.html>.
2. Then, complete the quiz at the end of the tutorial.
3. The tutorial provides you with an option to email you certificate to your professor. Please opt to have the system email the certificate to me at socw3305@gmail.com or you may upload the certificate in the space provided in Blackboard under Module 2.

Human Subjects Training (20 points)

This training is offered by the University of Texas at Arlington's Institutional Review Board. It is required of all faculty and students who conduct research at the university. It will assist you in understanding research ethics and in preparing for the Ethics Quiz. Complete the training at <http://www.uta.edu/ra/oric/training> and then upload the certificate in the space provided in Blackboard under **Course Materials, Module 2**.

Ethics Quiz (50 points)

The quiz is designed to test your knowledge of the material presented in your reading assignments and lecture on research ethics. Refer to the Course Calendar in this document for date. You will receive an email notifying you of when quizzes are graded so that you can access quiz feedback on your answers. To access quiz feedback: Go to your grades. Scroll down to quiz of interest and click on the grade you received. Click on the number of your calculated grade. Quiz should come up on screen showing all of your answers, the right answers, and the feedback for each answer. (Learning Outcomes 1, 3, 4)

Three Discussions

These activities provide important application exercises related to the content of the class. Materials for these discussions are indicated in the Course Calendar in this document; descriptions and instructions for each are below and in the respective Modules. (Addresses outcomes 1, 2, 4, and 5).

1. **Survey Critique (Module 3)**

To reinforce concepts in Module 3, open the included file "Survey.pdf." Read and review it, noting what works and doesn't. Consider the following questions:

- How would you react as a youth (approx. ages 8-17) taking this survey?
- How would you react as an adult leading 4-H taking this survey?
- What flaws do you see in the design? (e.g. how the questions were asked, the scales used, length and order of questions)

2. **Internal and External Validity Critique (Module 5)**

To reinforce concepts in this module, open the included file "AguirreMitschkeSWE.pdf." Read and review it. As you do, write down what you think are the threats to internal and external validity in the study.

3. **Credibility of Qualitative Research (Module 7)**

To reinforce concepts in this module, open the included file "Dillon.pdf." Read and review it. As you do, write down what you think are the ways Dillon achieved Patton's (assigned reading provided in this Module) identified strategies for credible qualitative research. These include rigorous techniques (4 types of triangulation: method, sources, theory, and analysts), credibility of the researcher, and commitment to the qualitative paradigm. I strongly encourage you to do this activity and read my forthcoming email (noted below) before taking the Qualitative Quiz. You will receive information later from me on what I identify as ways she achieved Patton's recommendations in the announcements section of Blackboard.

Article Critiques (Quizzes) (50 points each)

The instructor will assign a quantitative and a qualitative empirical article that address the same topic. Through Blackboard, you will answer a series of questions about these articles. Activities 2 and 3 above prepare you for the two quizzes, respectively. In each of these quizzes, read questions carefully. Refer to the Course Calendar in this document for dates. You will receive an email notifying you of when quizzes are graded so that you can access quiz feedback on your answers. To access quiz feedback: Go to your grades. Scroll down to quiz of interest and click on the grade you received. Click on the number of your

calculated grade. Quiz should come up on screen showing all of your answers, the right answers, and the feedback for each answer. (Learning Outcomes 1-4)

Research Proposal (105 points)

Students will develop a research question or hypothesis and propose a mixed-methods (i.e. qualitative and quantitative) research study to answer the research question. This proposal will be submitted in two parts, outlined below. The first part of the proposal is to follow APA style. Text citations and reference lists must be in correct APA (6th ed.) format. There are useful websites for assistance with APA in the rubrics provided for the papers. ONLY use these websites; the professor does not approve of other websites nor of computer programs which automatically construct citations for you. These usually have errors. The websites on the rubrics are hand-picked by the professor and match her grading criteria. All sentences should be carefully comprised of a student's own words. Ideas, information, and concepts that originated from any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. If you are not sure when to cite something, visit the website on the rubric about when to cite. Assignments should be carefully proofed for spelling and grammar. You will receive an email notifying you when the respective papers are graded so that you can access feedback on your papers. To access paper feedback, go to "Grades;" click on "score received for assignment;" click on "attachment" next to the category called "Attached Files;" download document the document and you will see feedback with the rubric when you open the document. It is recommended that you check the rubrics at the end of this syllabus before turning in your paper to ensure you have covered all areas. (Learning Outcomes 1-4)

1st Portion of Proposal: Literature Review and Purpose Statement (50 pts)

In this paper, you should:

1. Select a topic of interest to you

You could start with a particular population, setting or presenting issue and then identify an issue of interest to be researched related to that. As you read the related literature on the topic, a research question should emerge for you. One area where research questions often emerge is in the Discussion section of journal articles where researchers will identify future research needed. If you are unsure of a topic, please email the instructor for suggestions.

2. Use the following headings (more may be added but these are the minimum)

- Current Knowledge of the Problem
- Problem or Purpose Statement
- Ethical Issues
- Relevance to Social Work Practice

3. Summarize existing knowledge on the topic

Your 10 journal articles apply to this portion of the paper. Present a purpose statement following the guidelines for properly stated problem statements given in the relevant PowerPoint available in the "Course materials" area.

4. Discuss possible Ethical Issues that might arise when conducting research on this topic

What are the possible ethical issues (based on the code of ethics and the IRB regulations discussed in book and powerpoints) you think you might encounter with your study? Is the population you chose

considered vulnerable by IRB regulation? Will the study be anonymous or confidential? Is assent required? Is informed consent required? Might mandatory reporting come into play with keeping confidentiality? (Be sure to cite the NASW code of ethics and, if applicable, article by Malone available in respective Module on ethics in "Course materials").

5. Identify what the proposed study would contribute to the current understanding of the issue

Explain why the proposed study is important to the field of social work.

To a certain extent, length varies related to the topic you choose and your personal writing style. A good strategy is to ensure you cover the items listed in both rubrics provided in the syllabus. Typical papers in past semesters have ranged from 10-15 pages. You should reference at least 10 journal articles (make sure you have at least two quantitative and two qualitative studies). Websites, magazines, and newspapers do not count as journal articles. If you go to "Student Resources" in our course and the rubric for the paper later in this document, you will see websites to help you find journal articles. Instructions for limiting your search are included there. Check the rubric at the end of this syllabus to ensure you've included everything! Websites given in the rubric are good "checks" for different aspects of your paper. For example, the website given for the reference page will help you identify errors in your reference page and prevent you from losing points.

2nd Portion of Proposal (Research Design) (55 pts.)

This portion of the research proposal will be completed **using the template at the end of this syllabus** designed to guide you in mapping out a mixed-methods (quantitative and qualitative) study on your topic. You will provide the answers to these questions in Blackboard through a quiz. If you, instead of using the quiz in Blackboard, submit a paper, it will not be graded. The quiz will be in the "Course Materials" area of Blackboard in the Module for the week it is due.

Questions that will be covered include:

1. What will be your sampling plan? (Probability or non-probability? Which strategy?)
2. How will you find participants? (Is there a sampling frame readily available?)
3. How will you gather quantitative and qualitative data? Please give sufficient detail so I know what your study would entail. (Quantitative Hints: Will you conduct a survey? Use secondary data? Evaluate an intervention?; Qualitative Hints: Will you use phenomenology with interviews? Ethnography with participant observation? Historical Research with content analysis?)
4. How will you demonstrate trustworthiness of your research design?
 - Quantitative: Assessment of Internal and External Validity: Discuss EACH threat and why you think it is or isn't present in your study.
 - Qualitative: Describe the credibility of your study focusing on Patton's three major things that a researcher can do to enhance the credibility from the chapter "Enhancing Credibility of Qualitative Research" available in the respective module folder in "Course materials". These include rigorous methods (be sure to discuss four types of triangulation), demonstrating credibility of the researcher (discuss your own credibility), and demonstrating understanding of and commitment to the qualitative method chosen (discuss why you think there should be a qualitative study of your topic).

Note: You will not be conducting a research study! You will only be telling me how you would do so using both quantitative and qualitative methods.

Optional Final Exam (30 points)

An optional final exam is available in Blackboard for up to 30 bonus points toward your final grade. This gives you a second opportunity to demonstrate mastery of the course content. The exam will be timed. Refer to the Course Calendar in this document for date.

F. Grading

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

G. Make-Up Exams

H. Attendance

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

I. Course Schedule

TOPIC	DUE DATES	REQUIRED READINGS AND INSTRUCTIONS
PART I: Social Work Research and Evaluation: Foundations in Human Rights and Social Justice	Plagiarism Tutorial and Human Subject Training Certificate due by 9/6/16 11:59pm	Online Textbook: <ul style="list-style-type: none">• Language of Research (and the linked sections): http://www.socialresearchmethods.net/kb/language.php• Philosophy of Research (and the linked sections): http://www.socialresearchmethods.net/kb/philosophy.php Accompanying webpages and videos linked in Module folders.
PART II: The Value of Values and Ethics in Social Work	Research and Evaluation Ethics quiz (Module 2) due 9/13/16 at 11:59pm.	Online Textbook: <ul style="list-style-type: none">• Ethics: http://www.socialresearchmethods.net/kb/ethics.php Malone, S. (2003). Ethics at home: Informed consent in your own backyard. <i>International Journal of Qualitative Studies in Education</i> , 16(6), 797-815. Accompanying webpages and videos linked in Module folders.

PART III: Problem Solving, Critical Thinking, and Evidence Based Practice PART IV: Problem Formulation: From Conceptualization To Operationalization PART V: The Literature as Source Evidence: From Search To Appraisal		<p>Online Textbook:</p> <ul style="list-style-type: none"> Conceptualizing (and the linked sections): http://www.socialresearchmethods.net/kb/resprob.php Measurement (and the linked sections): http://www.socialresearchmethods.net/kb/measure.php <p>Accompanying webpages and videos linked in Module folder. Survey activity in Module folder</p> <p>How to find Journal Articles</p> <ul style="list-style-type: none"> http://www.uta.edu/faculty/frierson/findingPeerReviewed/ http://ask.uta.edu/a.php?qid=62976 http://ask.uta.edu/a.php?qid=37751 http://libraries.uta.edu/video/instruction/pr/intro.htm
PART VI: Sampling In Evidence-Based Practice Research		<p>Online Textbook:</p> <ul style="list-style-type: none"> Sampling (and the linked sections): http://www.socialresearchmethods.net/kb/sampling.php <p>Accompanying webpages and videos linked in Module folder.</p>
RESEARCH PROPOSAL PART 1	due 9/27/16, 11:59pm	Use the rubric as a checklist for your paper before you submit in Blackboard (Module 4). Visit websites on rubric to ensure you have formatted correctly per APA guidelines.
PART VII: Tapping the Scientist Within: Quantitative Research Methods for Social Work PART VIII: Causation- Experimental, Quasi- Experimental, and Non-Experimental Designs PART IX: Quantitative Data Analysis	Quantitative Article Critique due 10/14/16, 11:59pm	<p>Complete Internal and External Validity activity in Module Folder. This will assist you in preparing for quantitative critique! Internal and External Validity activity in Module folder.</p> <p>(Example Study) Joiner, T., Hollar, D., & Van Orden, K. (2006). On Buckeyes, Gators, Super Bowl Sunday, and the Miracle on Ice: "Pulling Together" is associated with lower suicide rates. <i>Journal of Social and Clinical Psychology</i>, 25(2), 179-195.</p> <p>Online Textbook</p> <ul style="list-style-type: none"> Design (and the linked sections): http://www.socialresearchmethods.net/kb/design.php Analysis (and the linked sections): http://www.socialresearchmethods.net/kb/analysis.php <p>Read article assigned for quantitative critique: Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part I. <i>Illness, Crisis, & Loss</i>, 19, 57-71 (available in Blackboard, Module 6). Use questions asked in Internal and External Validity activity (and relate to this study) from last week to guide you in preparing for the critique.</p>
Quantitative Article Critique	due 10/14/16, 11:59pm	Read article assigned for quantitative critique: Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part I. <i>Illness, Crisis, & Loss</i> , 19, 57-71 (available in Blackboard, Module 6). Use questions asked in Internal and External Validity activity (and relate to this study) from last week to guide you in preparing for the critique.

PART X: The Qualitative Approach: Tapping the Artist and Scientist Within	Qualitative Article Critique due 10/28/16, 11:59pm	<p>Complete Credibility activity in Module Folder. This will assist you in preparing for qualitative critique!</p> <p>Credibility activity in Module folder.</p> <p>Online Textbook</p> <ul style="list-style-type: none"> Qualitative Research: http://www.socialresearchmethods.net/kb/qual.php http://www.socialresearchmethods.net/kb/qualdeb.php http://www.socialresearchmethods.net/kb/qualdata.php http://www.socialresearchmethods.net/kb/qualapp.php http://www.socialresearchmethods.net/kb/qualmeth.php http://www.socialresearchmethods.net/kb/qualval.php <p>Patton, M. (1990). Enhancing the quality and credibility of qualitative analysis. In Patton, M. (Ed.). (1990). Qualitative evaluation and research methods. London: Sage.</p> <p>Accompanying webpages and videos linked in Module folders.</p> <p>Read article assigned for qualitative critique (will be available in Blackboard, Module 7): Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part II. <i>Illness, Crisis, & Loss</i>, 19, 165-185.</p>
Qualitative Article Critique	due 10/28/16, 11:59pm	<p>Read article assigned for qualitative critique (will be available in Blackboard, Module 7): Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part II. <i>Illness, Crisis, & Loss</i>, 19, 165-185.</p>
<p>PART XI: Tapping the Evidence-Based Practitioner Within: Single Subject Designs</p> <p>PART XII: Evaluation as a Theory of Change</p>	<p>Research Proposal Paper Part 2 due (as completed in Blackboard Quiz)</p> <p>11/11/16, 11:59pm</p>	<p>(Example Study) Altshuler, S. (1999). Constructing genograms with children in care: Implications for casework practice. <i>Child Welfare</i>, LXXVIII(6), 777-790.</p> <p>(Example Study) Henriksson, C., Carlberg, U., Kjällman, M., Lundberg, G., & Henriksson, K. (2004). Evaluation of four outpatient educational programmes for patients with longstanding fibromyalgia. <i>Journal of Rehabilitative Medicine</i>, 36, 211-219.</p> <p>Online Textbook</p> <ul style="list-style-type: none"> Evaluation (and the linked sections): http://www.socialresearchmethods.net/kb/evaluation.php
PART XIII: Writing for a Change and Other Advocacy Tips		<p>Online Textbook</p> <ul style="list-style-type: none"> Write-up http://www.socialresearchmethods.net/kb/writeup.php
Prepare for Optional Final Exam		Last class meeting is December
Optional Final Exam due	12/9/16, 11:59pm	Available in Course Materials.

Rubric: First Portion of Proposal

Item	Points Possible	Points Earned
<p>Follows APA Rules (Websites are provided for each bullet for assistance):</p> <ul style="list-style-type: none"> • Margins, page numbers, and font (1 point): http://owl.english.purdue.edu/owl/resource/560/01/ • Cover Page, running head (1 point): http://owl.english.purdue.edu/owl/resource/560/01/ • Formatting of Headings (1 point): https://owl.english.purdue.edu/owl/resource/560/16/ • Citations (in-text and reference page) (3 points): When to cite: http://library.uta.edu/plagiarism/ In-text: https://owl.english.purdue.edu/owl/resource/560/02/ http://owl.english.purdue.edu/owl/resource/560/03/ Reference page (print resources): https://owl.english.purdue.edu/owl/resource/560/05/ https://owl.english.purdue.edu/owl/resource/560/06/ https://owl.english.purdue.edu/owl/resource/560/07/ https://owl.english.purdue.edu/owl/resource/560/08/ https://owl.english.purdue.edu/owl/resource/560/09/ Reference page (electronic and other non-print resources): http://owl.english.purdue.edu/owl/resource/560/10/ https://owl.english.purdue.edu/owl/resource/560/11/ Properly formatted quotations where applicable: http://owl.english.purdue.edu/owl/resource/560/02/ 	6	
<p>Headings Used:</p> <p>Current Knowledge of the Problem</p> <p>Problem or Purpose Statement</p> <p>Ethical Issues</p> <p>Relevance to Social Work Practice</p>	1	
<p>Grammar, Usage, and Writing Style</p> <ul style="list-style-type: none"> • Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs • Is concise & clear; uses terms correctly; good word choice • Does not overuse quotations (for a guide: https://owl.english.purdue.edu/owl/resource/563/01/) • Uses proper sentence structure and length with correct punctuation, especially commas & apostrophes • Uses correct grammar/ spelling; writing is free of typos • Introduces acronyms correctly (e.g., spells out the acronym the first time it is mentioned in the paper) 	2	
<p>Current Knowledge of the Problem: Was existing knowledge on the topic extensively discussed based on the literature (10 required journal articles and other sources)?</p>	10	
<p>Properly States Problem Statement (as explained in respective module) (2</p>	6	

points per each bullet below):		
<ul style="list-style-type: none"> Was it stated in simplest form? Were variables being investigated identified? Was the relationship between variables of investigation indicated? 		
Ethics (2 points for each bullet below): <ul style="list-style-type: none"> Were possible ethical issues that might arise when conducting research on this topic discussed? Were both the IRB regulations and NASW code of ethics discussed in relation to these issues? Is the population you chose considered vulnerable by IRB regulation? Will the study be anonymous or confidential? Is assent required? Is informed consent required? Might mandatory reporting come into play with keeping confidentiality? 	14	
Relevance to Social Work Practice (See respective module) (2 point per each bullet below): <ul style="list-style-type: none"> Did student identify what the proposed study would contribute to the current understanding of the issue? Was an explanation provided of why the proposed study is important to the field of social work? Did this explanation include a description of a social worker's typical role with clients experiencing this issue? 	6	
Uses At Least 10 Journal Articles Go to these websites for help in finding journal articles suitable for your paper. http://www.uta.edu/faculty/frierson/findingPeerReviewed/ http://ask.uta.edu/a.php?qid=62976 http://ask.uta.edu/a.php?qid=37751 http://libraries.uta.edu/video/instruction/pr/intro.htm	5	
Total	50	

Rubric and Template: 2nd portion of proposal

(To be completed through a quiz in Blackboard in respective Module)

Research Design

	Quantitative Design	Qualitative Design
Type of Study (3 pts)	<>	<>
Desired Sample Size (2 pts)	<>	<>
Accessible population (2 pts)	<>	<< Where will you draw your sample from?>>
Sampling Plan (4 pts)	<>	<>
Data Collection (10 pts)	<>	<>
Design (6 pts)	<< What is your design? (e.g., Experimental? Quasi-Experimental? Why/How?) (Refer to Design portion of Online Book and the linked sections:	<>

	>	
Trustworthiness of the Design (28 pts)	<>	<>
Total (55 pts)		

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

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

K. Grade Grievances

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, 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>.

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. 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/>).

O. 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 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.

Counseling and Psychological Services, (CAPS) 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.

P. 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.

Q. 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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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 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/>.

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. 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/>

U. 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>.

V. 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.