



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2018

Course Title: Direct Practice in Healthcare

Course Prefix/Number/Section: SOCW 5342 (formerly SOCW 6317)-003

Instructor Name: Tracy Orwig, MSSW, LCSW, CCTSW

Faculty Position: Assistant Professor in Practice

Faculty Profile: N/A

Office Number: 101A

Phone Number: 817-272-3181

Email Address: tracy.orwig@uta.edu

Office Hours: By Appointment

Day and Time of Class (if applicable): Wednesday 7:00pm-9:50pm

Location: TH 202

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

A. Description of Course Content

Explores the central contribution of social work to comprehensive health care and health in environment theory and evidence; advanced knowledge and skills in human behavior theory relevant to health care, as well as social work interventions to assess and ameliorate the psychological effects of illness and disability, are included along with emerging roles for social work in prevention and health maintenance. Prerequisite: SOCW 6325.

B. Student Learning Outcomes

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

1. Apply strategies of ethical reasoning to arrive at principled decisions in relationships with individuals and agencies that provide and consume health services through writing assignments and direct contact. EPAS 2.1.2
2. Recognize the structural mechanisms and underpinnings of the health challenges encountered by diverse individuals in the areas of biological, psychological and social issues and critique and utilize theories and conceptual frameworks to guide practice, including engaging in practices that advance social and economic justice in access to health care, as demonstrated by textbooks reading, videos', speakers, direct contact and written assignments. EPAS 2.1.4, 2.1.5, 2.1.7
3. Analyze practice models, distinguish/appraise/integrate multiple sources of knowledge, and demonstrate effective communication crucial to working with client health issues from critical thinking about videos, class discussion and textbook reading. EPAS 2.1.3
4. Analyze health initiatives and health processes, health policy, and community health resources (exemplar:

- in rural areas) by reading, class discussions, videos and written assignments. EPAS 2.1.8, 2.1.9
5. Demonstrate professional communication skills and use of professional self by direct contact with local community health service agencies. EPAS 2.1.1
 6. Use research evidence, including basic demography of health issues in America and their impact on policy, planning and service, to inform practice of social work in health care settings as demonstrated by written assignments and readings. EPAS 2.1.6
 7. Engage, assess, intervene, and evaluate social work practice with individuals, families, and groups in health care settings as demonstrated by direct contact assignment. EPAS 2.1.10
 - 8.

Practice Competency and Behaviors (in parentheses)	Taught/Practiced	Assessed
EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly (1)	Readings, class discussions, and engagement with community partner on health agency paper	Health Agency Paper and Presentation
EP 2.1.2 - Apply social work ethical principles to guide professional practice (1)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Health Agency Paper and Presentation, Social or Community Health Assessment Paper
EP 2.1.3 - Apply critical thinking to inform and communicate professional judgments (1)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Exam, Health Agency Paper and Presentation, Social or Community Health Assessment Paper
EP 2.1.4 - Engage diversity and difference in practice (1)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Health Agency Paper and Presentation, Social or Community Health Assessment Paper
EP 2.1.5 - Advance human rights and social and economic justice (1 and 1)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Health Agency Paper and Presentation, Social or Community Health Assessment Paper
EP 2.1.6 - Engage in research-informed practice and practice-informed research (1 and 2)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Health Agency Paper and Presentation, Social or Community Health Assessment Paper
EP 2.1.7 Apply knowledge of human behavior and the social environment (1)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Exam, Health Agency Paper and Presentation, Social or Community Health Assessment Paper
EP 2.1.9 - Respond to contexts that shape practice (2)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Health Agency Paper and Presentation, Social or Community Health Assessment Paper

EP 2.1.109(a) – Engagement (1)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Health Agency Paper and Presentation, Social or Community Health Assessment Paper
EP 2.1.109(b) – Assessment (1)	Readings, class discussions, and preparation for health agency paper and social or community health assessment paper	Health Agency Paper and Presentation, Social or Community Health Assessment Paper
EP 2.1.109(c) – Intervention (1)	Readings, class discussions, and social or community health assessment paper	Social or Community Health Assessment Paper
EP 2.1.109(c) – Evaluation (1)	Readings, class discussions, and social or community health assessment paper	Social or Community Health Assessment Paper

C. Required Textbooks and Other Course Materials

Gehlert, S., & Arthur-Browne, T. (Eds). (2012). *Handbook of Health and Social Work*. Hoboken, N.J.: John Wiley & Sons Inc.

D. Additional Recommended Textbooks and Other Course Materials

If you have not done so already, it is recommended that you purchase the *Publication Manual* of the American Psychological Association.

Additional readings for the course will be posted to Blackboard.

For evidence-based practice review methods, the following are recommended texts:

Guyatt, G. & Rennie, D. (Eds.). (2002). *Users' guide to the medical literature: essentials of evidence-based clinical practice*. Chicago: AMA Press; **OR**

Moore, R. A.& McQuay, H.(2006). *Bandolier's little book of making sense of the evidence*. Oxford, U.K.: Oxford University Press; **OR**

Gambrill, E. (2006). *Social work practice: A critical thinker's guide* (2nd ed.). New ork: Oxford.

E. Descriptions of Major Assignments and Examinations

(This syllabus should be followed if different from any dated online material). Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer relevant questions) the reading material.

Examinations

Two exams at 20 points each

There will be two exams, which may include multiple choice and true/false questions. The exams will be based upon the text, class lectures, and guest speakers. Integration of the concepts and theories of health behaviors and utilization across the life span will be central to the exams.

Exams will be given via Blackboard.

Exam 1: 9/30

Exam 2: 12/12

Health Agency Presentation and Resource Sheet

Presentation=15 points

Resource Sheet=8 points

Confirmation of Site Visit=2 points

Due Date: 10/3

Pairs of students will complete this assignment of visiting a community agency that provides health services.

The pair of students will need to bring at least three (3) agencies to the second class that they would like to visit. Agencies will be assigned during the 2nd class. No duplicate agency visits will be allowed. This activity is intended to increase your knowledge of the various community agencies available to provide health services.

The pair will be responsible to complete the following:

- Visit the agency, in person
- Assess what services are provided to adults/children/families and/or the community
- How are services provided?
- What is the eligibility to receive services at the agency?
- Discuss what type of services Social Workers provide in this agency
- Discuss areas of services lacking within the agency

Pairs of students will be assigned to present this community agency to the class. Students will sign up for their agency presentations, which will start on starting on 10/10.

Information to be handed into the instructor will be written verification from the agency visit on 10/03. Students will also need to complete a PowerPoint presentation and a resource sheet about the agency, which will be submitted to Blackboard and posted to the Discussion Board for their peers to access by 10/3.

Grades for the PowerPoint Presentation will not be completed until after the pair of students have presented to the class.

See additional requirements on the rubric for the PowerPoint and Resource Sheet in Blackboard.

Social or Community Assessment Paper

25 Points

Due Date: 10/31

Complete a comprehensive psychosocial assessment of a person (If you are doing a child, you may speak with their parent) with a chronic health condition or a community health system. The purpose of this assignment is to provide an opportunity for students to practice their interpersonal skills and to allow the person/community to serve as a resource for better understanding of the needs of the health impaired.

The assessment should be 10-12 double-spaced pages in the length. The paper should include at least eight (8) references and should reflect the assessment concepts and strategies covered in the course readings and lectures. The psychosocial/community health assessment should be multidimensional focusing on these areas, which should be used as section headings:

- **Demographics of the person/community:** age, gender, ethnic background, marital status, number of children, employment status (past/present), living arrangement, transportation
- **Physical status:** disabilities, chronic or acute illnesses, nutrition status, sensory impairments, medications, mobility, general satisfaction/dissatisfaction with current health status, overall view of their health, and level of being able to provide their own daily living needs (ADLs)
- **Psychological status:** cognitive ability and emotional health: mental status, general outlook on life, coping abilities, affect, cognition, memory, orientation, clarity of thought and the role of spirituality and religion.
- **Social functioning:** availability and functioning of support systems, social activity level, social skills and relationship with others (family, friends, neighbors, staff) available to the person/community. Include a summary of what you learned from the family member(s) and from the service providers you talked with. Give a brief description of your relationship with the person/community including the circumstances of your interactions. Describe a typical day for this person/community health system agencies/networks.
- **Formal service usage:** services the person/community members receives in and out of their residence. Assess the physical environment in which the person lives and the services provided.
- **Historical events:** Have any large-scale events (e.g. 911, Great Depression, war/military service, presidential elections, etc.) influenced the person's/community's attitude toward life and health? Gather other personal history that is relative to the person's/community's assessment.
- **Economics:** What financial resources are available for this person/community? Do they have health and/or life insurance, etc.? Interest in their perception of finances and not how much they have. Address social policies and programs this person/community members take part in and explain how the policies have helped or hindered.
- **Personal philosophy of health:** What are the person's personal views, attitudes, beliefs and feelings about becoming ill? What social theory of health best fits this person/community and why did you pick this particular theory?
- **Treatment plan:** Please include goals and treatment plans you would have for this person/community if you were to provide services for this person from a professional standpoint. You may want to include in this gaps in services or needs that are not being met at this time as expressed by this person or community assessed by you. Please include other things you feel are relevant to understanding this person/community. Overall assess this person's/community's current functioning, including strengths and vulnerabilities.
- **Conclusion:** Describe how this person/community fits into the "typical" life stage profile (for community, use the age demographics for the entire community) from information gained from class material and readings. How is this person/community "atypical" from a health standpoint?

The Social/Community Health Assessment Paper will be submitted via Blackboard.

See additional requirements on the rubric for the Social or Community Assessment Paper in Blackboard.

F. 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,

While attendance is not required, students should note that class participation counts towards 10 points of their final grade. Class participation will be assessed by attendance and active participation in classroom

discussions, small group discussions, and interaction with our guest speakers (i.e. asking questions).

G. Grading

Final Points	Final Letter Grade
100-90	A
89.9-80	B
79.9-70	C
69.9-60	D
59.9 or lower	F

Assignment	Points	Due Date
Exam 1	20	9/30
Health Agency Presentation	15	10/3
Health Agency Resource Sheet	8	10/3
Confirmation of Site Visit	2	10/3
Social or Community Health Assessment Paper	25	10/31
Exam II	20	12/12
Class Participation/Attendance; Guest Speaker Interaction	10	Ongoing
Total	100	

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.

Expect the instructor to grade assignments within two weeks of the due date. If a student has a question regarding his/her grade check the gradebook on Blackboard. Please do not ask when grades will be assigned before the two week period. Federal law and FERPA ensure a student's right to privacy and limits the instructor's ability to discuss grades over the internet or via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

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 assignments

Second-Ask your question regarding the course materials through an e-mail to the professor or the "Ask the Instructor" Discussion Board

Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.

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.

H. Make-Up Exams

Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor.

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 also 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>

I. Course Schedule

Date	Class	Topics covered	Reading(s)	Assignment(s)
Week 1 (8/22-8/26)	8/22	Syllabus and Course Overview Introduction to Health and Social Work Performance Outcomes: #3, 5, 6, 7	Syllabus NASW Standards for Social Work Practice in Health Care Settings (Blackboard)	
Week 2 (8/27-9/2)	8/29	Foundations of Social Work in health care/ Social Work Roles in health care settings Performance Outcomes: #1, 5, 7	Gehlert & Browne-Ch. 1 & 2 Blackboard Readings	
Week 3 (9/3-9/9)	9/5	Understanding Health Disparities/Health Care Access Issues Performance Outcomes: #1-4, 7	Gehlert & Browne-Ch. 7 & 9 Blackboard Readings	
Week 4 (9/10-9/16)	9/12	Health Literacy and Health Communication Performance Outcomes: #2, 3, 5-7	Gehlert & Browne-Ch. 10 Blackboard Readings	

Week 5 (9/17-9/23)	9/19	Theories of Health Behavior/Physical and Mental Health: Interactions, Assessment and Interventions, including Crisis Intervention Evaluating Clinical Evidence and Using Practice Guidelines- Guest Speaker Performance Outcomes: #2, 3, 7	Gehlert & Browne-Ch.6 & 8 Blackboard Readings	
Week 6 (9/24-9/30)	9/26	Navigating Acute Care Guest Speaker	Blackboard Readings	Exam I (Blackboard)
Week 7 (10/1-10/7)	10/3	Cultural Diversity and Alternative/Complementary Health Practices Performance Outcomes: #1-4, 7	Gehlert & Browne-Ch. 11 & 12 Blackboard Readings	Agency Assignment Due via Blackboard and Discussion Board
Week 8 (10/8-10/14)	10/10	Social Work with Families and Caregivers in Health Care Settings Guest Speaker Performance Outcomes: #5-7	Gehlert & Browne-Ch. 13 Blackboard Readings	*Agency Presentations in class
Week 9 (10/15-10/21)	10/17	Health Care Social Work Across the Life Span Performance Outcomes: #2, 7	Gehlert & Browne-Ch. 15 & 16 Blackboard Readings	*Agency Presentations in class
Week 10 (10/22-10/28)	10/24	Oncology Social Work; Nephrology Social Work; Social Work and Chronic Disease Guest Speaker Performance Outcomes: #3, 6, 7	Gehlert & Browne-Ch. 18, 19, & 20 Blackboard Readings	*Agency Presentations in class
Week 11 (10/29-11/4)	10/31	Ethics and Social Work in Health Care Settings; Social Work and Genetics Guest Speaker Performance Outcomes: #1, 7	Gehlert & Browne-Ch. 3 & 21 Blackboard Readings	*Agency Presentations in class Assessment Paper due-Blackboard
Week 12 (11/5-11/11)	11/7	Palliative Care; End of Life; Advance Directives Guest Speaker Performance Outcomes: #2, 3, 6, 7	Gehlert & Browne-Ch. 22 & 23 Blackboard Readings	*Agency Presentations in class
Week 13 (11/12-11/18)	11/14	Social Work and Public Health; Global Health and Social Work Guest Speaker Performance Outcomes: #2-4, 6, 7	Gehlert & Browne-Ch. 4 Blackboard Readings	*Agency Presentations in class

Week 14 (11/19-11/25)	11/21	Thanksgiving Week-No Class		
Week 15 (11/26-12/2)	11/28	Social Work Practice in the Changing Health Care System; Future Direction for Social Work in Health Care Performance Outcomes: #2, 4,7	Gehlert & Browne-Ch. 5 Blackboard Readings	
Week 16 (12/3-12/9)	12/5	Semester Wrap up		
Week 17 (12/10-12/12)	12/12	Finals Week-No Class		Exam (Blackboard) due 12/12

Other readings may be posted on Blackboard. The instructor will notify the class if any reading assignments change or are added on Blackboard.

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.

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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: <http://www.uta.edu/ssw/academics/bsw/student-manual.php>

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 Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 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://library.uta.edu/subject-librarians>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Tutorials <http://library.uta.edu/how-to>
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://www.uta.edu/aao/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 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.

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.

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 or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

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.