



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Summer 11-week 2018

Course Title: Direct Practice in Mental Health

Course Prefix/Number/Section: SOCW 5352 (formerly SOCW 6336)- 004/005

Instructor Name: Kiva Harper, MSSW, LCSW

Faculty Position: Assistant Professor in Practice

Faculty Profile: <http://www.uta.edu/profiles/kiva-harper>

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Office Hours: By appointment

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>

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 discussion boards, exams and assignments:

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

Gellis, Z. D. & Sands, R. G. (2012). *Clinical social work practice in behavioral mental health (3rd ed.)*. Boston: Allyn and Bacon. ISBN-13: 978-0-205-82016-0 or 0-205-82016-6

Gray, S. W. (2016). *Psychopathology: A competency-based assessment model for social workers (4th Ed.)*. Belmont, CA: Brooks/Cole.

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

D. Additional Recommended Textbooks and Other Course Materials

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders 5*. Washington, D.C.: APA.

UTA web access for DSM 5:

<https://login.ezproxy.uta.edu/login?url=http://ebookcentral.proquest.com/lib/utarl/detail.action?docID=181175> 3

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders IV - TR*. Washington, D. C.: APA. ISBN:

E. Descriptions of Major Assignments and Examinations

Discussion Boards(DB) (Objectives 1-6)

Students will be divided into small groups. Student will respond to 5/7 weekly discussion board prompts. The prompts will be posted no later than Monday at 8am of each week. Responses are due by Wednesdays at 1159pm. Students will also respond to at least two peers. Peers responses are due by Sunday at 1159pm. Students will only receive credit for five discussion boards. Extra discussions will not result in extra points.

Guidelines for Discussion Boards.

1. Discussion must reflect your understanding of the course material. Posts should be about 150 words with attention to grammar and punctuation. Posts must be in APA format and if references are used, they must be cited.
2. Missed DB's may not be made up as the discussions are designed as a way to interact with peers and instructor during the week the module is covered.
3. Each student will respond to questions by peers and instructor. This requires checking your post during the week. You can subscribe to the thread to ensure you do not miss any comments from others.

Training Video (Objectives 2, 4, and 5).

Students will assume the role of trainers for a local community mental health agency. Students will create a video in which you will train the clinical staff to work with a particular type of client and treatment, i.e. working with military service members with PTSD. You must select and present the essential and advanced skills necessary for the clinicians and last approximately 20-30 minutes. 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 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 video should be a demonstration and a teaching tool. 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 video (using APA format). 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: Discussion of the various elements or stages of the treatment approach. (15 to 20 minutes total)

Personal Reminder: I will be the only person who will see your video. Do not worry about your on-camera persona.

Exam (Objectives 1-4)

The exam will be one mid-term exam. It will include modules 1-4. The exam will include multiple choice and true/false questions and short answers. Exams should be an individual effort and students may not collaborate. Students will have 90 minutes to complete the exam.

Case Study (Objectives 1-6):

In small groups, students are to select any “star” or famous person who they believe has a clinical disorder. Choose someone you find intriguing; for example a movie star, musician, politician, historical figure or even a criminal. Ethical considerations –indicate in your “case study” that the person named in the paper was never evaluated. Also note that you are using this as a course assignment as a part of your educational training and that (at this point in your educational development) you are not qualified to conduct psychological evaluations.

Create a case study on your selected person. The case study must include a paragraph on each of the following.

Background history - This section includes information about the client’s background including details about their past family situations, the educational experiences, and their social relationships.

Presenting problem – This section contains a description of the presenting problem, or the reason the client might be seeing a social worker. It includes an explanation of the symptoms that the client is experiencing, along with the results of any assessment tools that have been administered.

Diagnosis - In this section, provide a diagnosis for the client. Also include an explanation of how you reached the diagnosis; how the symptoms are indicative of the diagnosis and any potential difficulties you had in reaching the diagnosis. Include a complete DSM-5 diagnosis.

Treatment – In this section, discuss your plan for treatment. Be sure to focus on evidence-based treatment and best practices for the diagnosis you choose. Include a detailed treatment plan with goals, objectives and interventions and how you will evaluate treatment.

Students will need to give very specific details and use the DSM-5 approach to formulating the diagnosis.

The course grade is based on the following:

Discussion Boards: 20%

Training Video: 20%

Midterm Exam: 20%

Case Study Paper: 40%

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,

Each student is expected to log in at least twice weekly. Students will need to log in once weekly to complete discussion boards and/or to submit assignments and should log in at least one other time during the week to read the responses or peers and to interact with those who post on their thread.

G. 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" column in Blackboard Grade Center and see where that number falls in the following grading scale below.

Point Range	Grade
100-90	A
89-80	B
79-70	C
69-60	D
below 59	F

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 assignment
- Second, ask your questions regarding the course materials through an email to the professor or the Ask the Instructor Link on Blackboard
- 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.

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

An Incomplete ("I") grade may be assigned only in relation to

- an emergency and/or hardship situation, and
- when the completed portion of the student's work in the course is passing

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>

I. Course Schedule

Module/Date	Topic	Readings/Assignments
Module 1 / Week of June 4	Social Workers and Mental Health Client: Definitions, Themes, Concepts, Research, Social Context, and Assessment of Mental Disorders. Competency-Based Assessment Model	<ul style="list-style-type: none"> • Gellis, Z. D. & Sands, R. G. (2012). Chapters 1-4. • Zide, M. R., & Gray, S. W. (2016). Chapter 1. DB 1 Due 06/10
Module 2 / Week of June 11	Neurodevelopmental Disorders Schizophrenia Spectrum and Other Psychotic Disorder	<ul style="list-style-type: none"> • Gellis, Z. D. & Sands, R. G. (2012): Chapter 10-12. • Gray, S. W. (2016). Chapter 2-3. DB 2 Due 06/13
Module 3 / Week of June 18	Bipolar and Related Disorders Depressive Disorders Culturally Competent Mental Health Practice	<ul style="list-style-type: none"> • Gellis, Z. D. & Sands, R. G. (2012): Chapter 6, 8. • Gray, S. W. (2016). Chapter 4-5. DB 3 Due 06/20
Module 4 / Week of June 25	Anxiety Disorders Obsessive-Compulsive and Related Disorders	<ul style="list-style-type: none"> • Gellis, Z. D. & Sands, R. G. (2012): Chapter 9. • Gray, S. W. (2016). Chapter 6-7. Midterm Exam Due 07/01
Module 5/ Week of July 2	Trauma and Stressor-Related Disorders Dissociative Disorders	<ul style="list-style-type: none"> • Gellis, Z. D. & Sands, R. G. (2012): Chapter 7. • Gray, S. W. (2012). Chapter 8-9. DB 4 Due 07/05
Module 6 / Week of July 9	Somatic Symptom and Related Disorders Feeding and Eating Disorders Elimination Disorders	Gray, S. W. (2012). Chapter 10-12. Training Video Assignment Due 07/15
Module 7 / Week of July 16	Disruptive. Impulse-Control and Conduct Disorders Substance-Related and Addictive Disorders	<ul style="list-style-type: none"> • Gellis, Z. D. & Sands, R. G. (2012): Chapter 13. • Gray, S. W. (2012). Chapter 13-14. DB 5 Due 07/18
Module 8 /Week of July 23	Neurocognitive Disorders Legal and Ethical Issues	<ul style="list-style-type: none"> • Gellis, Z. D. & Sands, R. G. (2012): Chapter 5. • Gray, S. W. (2012). Chapter 15. DB 6 Due 07/25
Module 9 / Week of July 30	Personality Disorders	<ul style="list-style-type: none"> • Gray, S. W. (2012). Chapter 16. DB 7 Due 08/01 Case Study Paper Due 08/05
Module 10 / Week of August 6	Course Wrap Up	

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: <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 5:00PM 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://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://wwwb.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) wwwb.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at wwwb.uta.edu/disability.

Counseling and Psychological Services, (CAPS) wwwb.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 wwwb.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.