A. Description of Course Content

Builds on the generalist perspective and the basic familiarity with social work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation) in the context of (1) existing psychosocial intervention modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct Practice students. Prerequisite: Advanced Standing OR SOCW 5304 AND SOCW 5681 OR SOCW 5881.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while the course addresses all competencies, 1 through 9, it mainly focuses on competencies 1, 4, 6, 7, and 8.
### Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
<td>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.</td>
<td>Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.</td>
<td>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.</td>
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<tr>
<td>Select and incorporate ethical decision-making frameworks that integrate social work values.</td>
<td>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td>Exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</td>
</tr>
<tr>
<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
<td>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</td>
<td>Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.</td>
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</table>

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
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</table>
Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.

Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations.

Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.

Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals.</td>
<td>Use interpersonal skills to engage children and families in a collaborative therapeutic relationship.</td>
<td>Use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship</td>
<td>Assess and engage with individuals, families, groups, organizations, and communities in health care settings, within the context of a culturally-informed, personal relationship and competent social work practice.</td>
</tr>
<tr>
<td>Plan engagement strategies and interventions based on understanding of older adults’ diverse life courses, strengths, challenges, and contexts.</td>
<td>Understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.</td>
<td></td>
<td>Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.</td>
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<td></td>
<td>Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.</td>
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</table>

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
### Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.

- Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.
- Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.

### Use multidimensional bio-psycho-social-spiritual assessment tools.

- Assess the quality of interactions between family members within their social environment.
- Compare and assess the various etiology and interventions relevant to children and families.

### Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

### Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.

### Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.

### Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.

### Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
| Promote older adults’ social support systems and engagement in families, groups, and communities. Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities. Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence. Monitor and modify interventions as needed to respond to individual, family, and environmental challenges. Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families. Develop intervention plans to accomplish systemic change that is sustainable. Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic. Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings. Deliver appropriate culturally relevant health specialty services, using inter-professional collaboration, through interaction of cultural systems between the identity of the social worker, client systems, setting, and immediate community, and practice competently with individuals, families and small groups. |

**For the purposes of Quality Matters Certification, the following course objectives apply:**

1. Advanced social workers will be able to demonstrate Ethical and Professional Behavior skills when applying a theory to a practice situation
2. Advanced social workers will be able to identify Diversity and Difference in Practice with a theory
3. Advanced social workers will be able to use a theory to Advance Human Rights and Social, Economic, and Environmental Justice
4. Advanced social workers will be able to describe Practice-informed Research and Research-informed Practice of a theory
5. Advanced social workers will be able to relate a theory in Policy Practice
6. Advanced social workers will be able to give examples of the theoretical constructs and key terms of a theory with Individuals, Families, Groups, Organizations, and Communities
7. Advanced social workers will be able to assess a theoretical approach with Individuals, Families, Groups, Organizations, and Communities
8. Advanced social workers will be able to apply a theory intervention with Individuals, Families, Groups, Organizations, and Communities
9. Advanced social workers will be able to evaluate a theories strengths and limitations in Practice with Individuals, Families, Groups, Organizations, and Communities

**C. Required Textbooks and Other Course Materials**


D. Additional Recommended Textbooks and Other Course Materials


Nichols, M.P. (2009). The lost art of listening: How learning to listen can improve relationships. New York:
Additional recommended readings will be assigned from professional journal sources and book chapters. They will be posted to the course’s online site.

E. Descriptions of Major Assignments and Examinations

Discussion Papers:

Final grades will be partially based on four discussion papers of one of the theories presented in the content modules. These four papers should be 5-6 pages each, from our discussions of the theories as applied to the semester case occurring during the previous two modules. As with all papers, your discussion will need to be supported from the readings and other external sources. Note that you will need to refer to the class readings, and you will lose points if you do not. They need to be properly cited according to APA requirements, and will be graded on the basis of correct formatting. At the beginning of the semester all of you will have been given a case (or cases) that we as a class will be following throughout the course. Each week we will take as much time as possible to discuss the case and your thoughts about how the intervention model could be applied to the case. This will give you some foundation for how you can discuss the case in your discussion paper. Your discussion papers are to be submitted every second module (the due dates are listed in the course outline), so it is a good idea to write your thoughts down as they are being discussed. You are only required to submit one report on one intervention model that has been covered in class. Please do not write a paper on an intervention model that has not been discussed in class. Please note that the papers are to be submitted online on the dates specified in the outline below. No late reports will be accepted! These will count for 25 points each, for a total of 100 points. The outline you must use for the discussion papers is as follows:

1. Provide a clear statement as to which issue of Laura’s is being discussed
2. State which intervention model you are discussing
3. Discuss the key features of the intervention model. This includes the theory behind the model and what the model says about human nature, how problems develop, and how the model is designed to address those problems.
4. Provide a brief statement of how you will apply the model.
5. Provide a brief statement about which aspects of the model would be the most helpful, and why (or why not).

Addresses competencies 1, 4, 6, 7, and 8.
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 Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.

As the instructor of this section, weekly attendance is mandatory. Since this is an on-line course it is critical that you are engaged with the material, the instructor, and your peers throughout the semester. Students are expected to log into the course at least once a week and maintain consistent and regular communication with their classmates and the instructor throughout the semester. Progress towards satisfactory completion of assignments, including participation in activities, discussion boards, and completion of readings is expected on a weekly basis.

G. 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.

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

As stated above, no late submissions will be accepted. That said, exceptions will be made in extraordinary circumstances and with proper documentation.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required readings and Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1</td>
<td>Introduction to the course</td>
<td>Coady &amp; Lehmann, Chapters 1 and 2</td>
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<tr>
<td></td>
<td>Review of the syllabus</td>
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<td></td>
<td>Theory Thinking:</td>
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<tr>
<td></td>
<td>· What is theory?</td>
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<td></td>
<td>· What is practice theory?</td>
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<td></td>
<td>· What is the relationship between theory</td>
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<td></td>
<td>and the choice of intervention?</td>
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<td></td>
<td>Critical thinking skills</td>
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<td>Introduction of the case(s)</td>
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<tr>
<td>2</td>
<td>Psychodynamics</td>
<td>Coady &amp; Lehmann, Chapters 7 &amp; 9</td>
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<tr>
<td></td>
<td>· Self Psychology</td>
<td>Turner, Chapters 1 and 25</td>
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<td></td>
<td>· Attachment-informed practice</td>
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<td>3</td>
<td>Relational Models</td>
<td>Coady &amp; Lehmann, Chapter 8</td>
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<td></td>
<td></td>
<td>Turner, Chapters 27 and 28</td>
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<td>4</td>
<td>Cognitive-Behavioral Models</td>
<td>Coady &amp; Lehmann, Chapter 10</td>
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<td></td>
<td>· Beck's Cognitive Therapy</td>
<td>Turner, Chapters 4 and 5</td>
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<td>· Ellis's REBT</td>
<td>Discussion Paper 1 Due</td>
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<td>Due 11:59pm on September 20th</td>
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<tr>
<td>5</td>
<td>Dialectical Behavioral Therapy (DBT)</td>
<td>Readings posted online</td>
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<tr>
<td>6</td>
<td>Existential Approaches</td>
<td>Coady &amp; Lehmann, Chapter 14</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Turner, Chapter 10</td>
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<tr>
<td>7</td>
<td>Humanistic/Person-Centered Therapy</td>
<td>Coady &amp; Lehmann, Chapter 13</td>
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<td>Turner, Chapter 3</td>
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<td>8</td>
<td>Motivational Interviewing</td>
<td>TIP 35 (link online)</td>
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<td>Discussion Paper 2 Due</td>
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<td>Due 11:59pm on October 18th</td>
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<td>9</td>
<td>Emotion Focused Therapy</td>
<td>Coady &amp; Lehmann, Chapter 15</td>
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<tr>
<td>10</td>
<td>Constructivism-Narrative Therapy</td>
<td>Coady &amp; Lehmann, Chapter 18</td>
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<tr>
<td></td>
<td></td>
<td>Turner, Chapters 6, 21 &amp; 34</td>
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<tr>
<td>11</td>
<td>Constructivism-Solution Focused Therapy</td>
<td>Coady &amp; Lehmann, Chapter 20</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Turner, Chapter 14</td>
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<tr>
<td></td>
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<td>Discussion Paper 3</td>
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<tr>
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<td>Due 11:59pm on November 15th</td>
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<tr>
<td>12</td>
<td>Ecological Systems and Social Work</td>
<td>Coady &amp; Lehmann, Chapter 4</td>
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<td></td>
<td></td>
<td>Turner, Chapter 8</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Family Systems</td>
<td>Coady &amp; Lehmann, Chapter 5</td>
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</tbody>
</table>
Crisis Intervention  
Coady & Lehmann, Chapter 11  
Turner, Chapter 11  
TIP 57 & 59 (link online)  
Discussion Paper 4 Due

Integration—Bringing it all together  
Coady & Lehmann, Chapters 3 & 21

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

J. Expectations for Out-of-Class Study

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

K. Grade Grievances


L. Student Support Services

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

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

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

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

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.