THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Summer 11-week 2020
Course Title: Mental Health Policy and Social Justice
Course Prefix/Number/Section: SOCW 5353 (formerly SOCW 6319)-002
Instructor Name: Mia Kirby, PhD, LCSW
Faculty Position: Adjunct
Faculty Profile: N/A
Office Number: n/a
Phone Number: 972-584-7104
Email Address: mia.kirby@uta.edu
Office Hours: Virtual or By Phone via Appointment
Day and Time of Class (if applicable): Online
Location: Online
Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes. Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Description of Course Content

Studies programs and policies in the field of mental health. An analytical model is employed in the process of examining critical issues in the mental health arena. Prerequisite: SOCW 5303.

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 this course addresses competencies 2, 3, 4, and 8, the main focus is competency 5: Engage in Policy Practice.

Competency 2: Engage Diversity and Difference in Practice
Advanced social workers in mental health/substance abuse can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Advanced social workers in mental health/substance abuse use cognitive and affective processes to 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.

Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and identify health disparities.

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

Advanced social workers in mental health/substance abuse understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 5: Engage in Policy Practice**

Advanced social workers in mental health/substance abuse understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in mental health/substance abuse understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may
require interdisciplinary, interprofessional, and inter-organizational collaboration.

C. Required Textbooks and Other Course Materials


**Clinical Evidence and Best Practice e-databases:** The developing evidentiary base on mental health interventions contained in the Central Library e-databases *Clinical Evidence* and *Best Practice* will serve as another set of required "texts" in this course.

D. Additional Recommended Textbooks and Other Course Materials


Mental Health Recovery Bibliography:


*Note: The Instructor may assign additional readings throughout the semester.*

**E. Descriptions of Major Assignments and Examinations**

1. **Discussion Board (Objectives 4-6)**

Each week you are required to turn in a reading response discussion board assignment. Students are expected to submit to the appropriate Canvas discussion board a summary (6-8 sentences) of the reading selected for the assignment, as well as a well-thought-out question prompted by at least one reading assignment for that week. Students are then required to submit a well thought out response to one peer question prompt (6-8 sentences). Details about each section of the assignment are described below. **You should upload your original work to the appropriate discussion board no later than Wednesday at 11:59 p.m.** Responses to the questions of your classmates must be completed no later than Friday at 11:59 p.m. (Please note a schedule change to Tuesday and Thursday in Week #10.) [APB 2.1.3, 2.1.6, 2.1.9]

a. **Summary (2pts. per week)**

The summary of the reading should draw on major themes (always present) and empirical findings (sometimes present) presented by the authors. You should try and distill the reading into its most important parts without plagiarizing the Chapter.

b. **Question (1 pt. p/week)**

A question submitted must be thoughtful, reasonable, and relevant to the assigned reading for the module. Questions must be open-ended, with scope narrow enough to elicit a brief answer containing at least 6-8 sentences.

c. **Peer Response (2pts. p/week)**

I require that you to go beyond saying, “I agree,” and proceed in furthering the discussion. Answering the question should require some elaboration and integration of the course materials; that is, questions requiring merely descriptive answers are discouraged. Each question should clearly move beyond the content of the assigned reading. A suitable question is not, “What do these results mean?” or “What did the author mean with this sentence?” Additionally, you should refrain from making sweeping rhetorical statements in your questions,
such as “If the world was peaceful, how might this be different?” There is no way we can answer that question with any degree of plausibility and it skews into editorializing. As social scientists, we are interested in empirical research. We can focus on one specific aspect of a more complicated concept and ask how it may work in the real world or what problems we find with it.

2. Letter to Legislator (Objectives 1-6)

Students will write and send (an emailed letter is acceptable) a letter to a Texas Senator or Representative in their district. This will entail:

1. a one-page letter regarding his/her position regarding an important piece of mental health legislation
2. a one-page fact sheet
3. a page of references

Students will provide a copy of the documents, as well as a copy of the response letter sent by the politician. **Students will turn in letter to the Canvas assignment page by July 10, 2020 at 11:59pm. [APB 2.1.8(10, 2)]**

3. Three Critical Issues Assignment (Objective #1)

Interview one person involved in the formal delivery of mental health services (via phone or virtually, DO NOT COMPLETE AN IN PERSON INTERVIEW). Elicit from them and list in rank order “the three most critical issues in mental health today.” Have them describe these issues in some detail. Write a 1-2 page reflection on these issues (including the issues and the description you received from this professional) from your perspective. You will submit your reflection to the appropriate **Canvas Assignment Page by July 17, 2020 at 11:59pm. [APB 2.1.3, 2.1.8]**

4. Mental Health Policy in the News (Objectives 1, 2, and 6)

Students are to look for a specific mental health policy issue in the news: TV, radio (NPR), newspaper, and/or the internet. Students will present their policy issue in a 1 page summary, to the appropriate **Canvas assignment page by July 27, 2020 at 11:59pm.** In addition, students are encouraged to subscribe to Today’s Clips (UT Austin) by sending an email to: Hogg-Communications@austin.utexas.edu.

Two other good resources for keeping informed about mental health policy are:

1. MHA/Mental Health America (National Mental Health Association): [http://www1.nmha.org/newsroom/system/mhHeadline.main.cfm](http://www1.nmha.org/newsroom/system/mhHeadline.main.cfm)
2. NIMH/National Institute of Mental Health: [http://www.nimh.nih.gov/tools/listserv.cfm](http://www.nimh.nih.gov/tools/listserv.cfm) [APB 2.1.3, 2.1.7(4), 2.1.8(2), 2.1.9(2)]

5. Presentation on Selected Mental Health Research Report (Objective #4)

Prepare a PowerPoint presentation on a major mental health study. This review should include the following points:

1. Identification of the researcher’s/author’s credentials (e.g., position, education, experience).
2. Problem studied—why important?
3. Hypotheses of the study
4. Methodology
5. Findings
6. Conclusions—implications for policy and practice in the mental health field
7. Critique of the study
Resources to find major mental health research:

1. First login to the library resources here: [https://libguides.uta.edu/az.php](https://libguides.uta.edu/az.php) then choose one of the following:
   1. Jstor
   2. Academic Search Complete (Ebscohost)

The presentation should contain no more than ten brief PowerPoint slides with key points on the main slide and any additional information that would elaborate on your key points in the “notes” section for each slide. **You will turn this in to the appropriate Canvas Assignment Page by August 7, 2020 at 11:59pm.** [APB 2.1.6]

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, active participation by seminar members is expected in order to promote peer learning through thoughtful reading, thinking, and discussion. Therefore, attendance and participation is mandatory. Class activities include seminar discussions and organized presentations, both group and individual. Students are expected to participate each week in a timely and engaging fashion. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises.

G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. The grading system is as follows:

<table>
<thead>
<tr>
<th>Points Needed</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>135 – 150</td>
<td>A</td>
</tr>
<tr>
<td>120 – 134</td>
<td>B</td>
</tr>
<tr>
<td>104 -119</td>
<td>C</td>
</tr>
<tr>
<td>89 - 103</td>
<td>D</td>
</tr>
<tr>
<td>0 – 88</td>
<td>F</td>
</tr>
</tbody>
</table>

The instructor reserves the right to give a grade of “F” for the course as a whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Policy on Incompletes: No Incomplete (“I”) grade will be given.
Breakdown of Total Semester Assignments/Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter to Legislator</td>
<td>15</td>
</tr>
<tr>
<td>Three Critical Issues Assignment/Paper</td>
<td>15</td>
</tr>
<tr>
<td>Mental Health Policy In the News Paper</td>
<td>30</td>
</tr>
<tr>
<td>Presentation on Selected Mental Health Research Report</td>
<td>40</td>
</tr>
<tr>
<td>Weekly Discussion Board Posting &amp; Response</td>
<td>50 (10 weeks @ 5 each)</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>150</td>
</tr>
</tbody>
</table>

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

There will be no make up exams for this class.

Late assignments and discussions will be deducted **10% each day it is late, up to 4 days**. After the 5th day late assignments and discussions will not be accepted.

I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/15-06/19</td>
<td>Mental Health Consumer Movement</td>
<td>R&amp;R Chapters 3, 4</td>
<td>Week #2 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri.</td>
</tr>
<tr>
<td>06/22-06/26</td>
<td>Meeting the Needs of Veterans Psychiatric Epidemiology</td>
<td>Mechanic Chapters 3, 4</td>
<td>Week #3 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri.</td>
</tr>
<tr>
<td>06/29-07/03</td>
<td>Approaches to Policymaking and Analysis Community Mental Health Across the Life Cycle-Children, Families and Older Adults Illness Behavior and Entrance into Treatment</td>
<td>R&amp;R Chapters 6, 7, 8 Mechanic Chapter 6</td>
<td>Week #4 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri.</td>
</tr>
<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Required Reading</td>
<td>Due Task</td>
</tr>
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</tr>
<tr>
<td>07/06-07/10</td>
<td>Mental Health &amp; Mental Health Professions</td>
<td>Mechanic, Chapters 5</td>
<td>Letter to Legislator Due Friday 07/10/2020 at 11:59pm. Week #5 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri.</td>
</tr>
<tr>
<td>07/13-07/17</td>
<td>Controlling Mental Illness Mental Health Interventions</td>
<td>Mechanic, Chapter 9, 10</td>
<td>Three Critical Issues Paper Due Friday 07/17/2020 at 11:59pm. Week #6 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri.</td>
</tr>
<tr>
<td>07-20-07/24</td>
<td>The Financing &amp; Delivery of Mental Health Services Development of Mental Health Policy Manged Mental Health Care</td>
<td>Mechanic Chapter 7, 8 The Provision of Mental Health Services in Managed Care Orgs. (DHHS Report)</td>
<td>Week #7 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri.</td>
</tr>
<tr>
<td>07/27-07/31</td>
<td>Court Diversion Programs &amp; Prosecution of People with Mental Illness Community Mental Health with Underserved Populations Diversity and Community Mental Health</td>
<td>R&amp;R Chapter 5 R&amp;R Chapters 9 - 12</td>
<td>MH Policy In the News Paper Due Friday 07/27/2020 at 11:59pm. Week #8 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri.</td>
</tr>
<tr>
<td>08/3-08/7</td>
<td>Best Practices: Assertive Community Treatment Co-occuring MH and SUDs Neuropsychiatric perspectives Mental Illness and Homelessness</td>
<td>R&amp;R Chapters 13 - 16</td>
<td>Week #9 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri. Presentations on MH Policy Research Report Due Friday 08/07/2020</td>
</tr>
<tr>
<td>08/10-08/13</td>
<td>The Future of Mental Health</td>
<td>No required readings.</td>
<td>Week #10 Discussion Post- Summary/Ques. Due Weds. &amp; Peer Response due Fri.</td>
</tr>
<tr>
<td>08/17-08/18</td>
<td>Finals Week</td>
<td>No Final Exam</td>
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</tr>
</tbody>
</table>

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

- [Course Outline](#)
- [Class Participation](#)
- [Assignments and Grading](#)
- [Exams and Assessment](#)
- [Outside readings](#)
- [Final Exam](#)

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8
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](mailto:resources@uta.edu), or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto: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](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](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](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](http://www.uta.edu/library)
- Subject Guides........................ [http://libguides.uta.edu](http://libguides.uta.edu)
- Subject Librarians................... [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
- Course Reserves..................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Library Tutorials .................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
- Connecting from Off-Campus....... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask a Librarian...................... [http://ask.uta.edu](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://wweb.uta.edu/aoa/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

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.