

# THE UNIVERSITY OF TEXAS AT ARLINGTON

**School of Social Work**

**Semester/Year:** Spring 2017

**Course Title:** Clinical Assessment of Child Maltreatment **Course Prefix/Number/Section:** SOCW 6360-001 25447

**Instructor Name:** Peter Lehmann, PhD, LCSW

**Faculty Position:** Professor

**Faculty Profile: https://www.uta.edu/profiles/peter-lehmann**

**Office Number:** 101c, Bldg. A

**Phone Number:**

**Email Address: plehmann@uta.edu**

**Office Hours:** I will be phone available.

**Day and Time of Class (if applicable):** Tuesday 2-450 pm

**Location: PH 306**

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

[](https://images.search.yahoo.com/search/images;_ylt=AwrBT78OL7tXm.sAs3BXNyoA;_ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNlYwNzYw--?p=no+gun&fr=yfp-t&th=114&tw=114&imgurl=http://www.zachbillings.com/wp-content/uploads/2012/02/No-Guns.jpg&rurl=http://zachbillings.com/massachusetts-firearm-laws/&size=369KB&name=No+Guns&oid=0ac14fbf4e8c4ffc99000000000d2bec&h=1500&w=1500&turl=http://ts1.mm.bing.net/th?id%3DOIP.M805c2a16af8910494e890ba6035688a1H0%26pid%3D15.1%26rs%3D1%26c%3D1%26qlt%3D95%26w%3D114%26h%3D114#inline&tt=No+Guns&sigr=11jt5d9q0&sigit=13gpkif6c&sigi=11rt8bpqp&sign=1074mjr0g&sigt=1074mjr0g)

1. **Description of Course Content**

Examines knowledge/technique in child physical/emotional/sexual abuse, physical/emotional neglect, and exploitation interventions. Includes interviewing, identification, legal issues, assessment/evaluation, case management, intervention, follow-up. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment.

# Student Learning Outcomes

*Direct Practice with Children and Families:*

# Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

* 1. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.

# Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.

# Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

# Educational Policy 2.1.5—Advance human rights and social and economic justice.

1. Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”
2. Advanced social workers in children and families recognize disparities in the distribution of resources across families.

# Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

1. Advanced social workers in children and families understand 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 the multiple and complex issues that face families.

# Educational Policy 2.1.9—Respond to contexts that shape practice.

1. Advanced social workers in children and families assess the quality of family member’s interactions within their social contexts.
2. Advanced social workers in children and families 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.

* Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.
* Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.
* Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.

*Direct Practice in Mental Health:*

# Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. 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 2.1.3—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.

# 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.

# 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.

# Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.
2. 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.

# Required Textbooks and Other Course Materials

Miller-Perrin, C. L., & Perrin, R. D. (2013). *Child maltreatment: An introduction (3rd ed)*. Sage: Thousand Oaks, CA.

Amelse, S., Brandt, S., Vogel, M., & Wiggerinnk, J. (2015). *The power of partnership workbook: How to use the signs of safety in child protection casework.* Resolutions Consultancy: East Perth, AU. Each student will go the following website link. The best way for students to purchase the workbook is through our online store at <http://safegenerations.org/product/the-power-of-partnership-workbook-how-to-use-the-signs-of-safety-in-child-protection-casework/> This will keep the cost at $30.

# Additional Recommended Textbooks and Other Course Materials

# Descriptions of Major Assignments and Class Assignment 1online Training Due 1/24 -5% <http://www.dfps.state.tx.us/Training/Reporting/default.asp>

Complete the online training. Bring your certificate to class to claim your 5%.

# Assignment 2 Due 1/31-20%

Pair up; Go to the following link; <http://calswec.berkeley.edu/sites/default/files/uploads/assessing_for_key_child_welfare_issues_participant_guide_v3.1_january_2016_final.pdf>

Read up to p. 11 and pay particular attention to the case of Dana. Go to the bullit points at the bottom of page 11. For the first 3 bullit points tell me how you are going to accomplish this with Dana by referencing three professional articles each. For bullit 4 view the TED talk <https://video.search.yahoo.com/search/video?fr=yfp-t&p=ted+talk+empathy+helen+reiss#id=1&vid=24f60f0b2acf242c8133594a2f2e239b&action=click>

With Dr. Helen Reiss. Pick any of the 3 characteristics and tell me how you are going to use these to work with Dana. Go back to the professional literature referencing three articles for each characteristic.

**Assignment 3 Mid-Term given 2/28; mid-term due 3/31 -25%**

Pair up. You will be given a number of case scenarios with directions (to follow).

# Assignment 4 Academic Paper due 4/11– 20%

6 pages maximum NOT including references. Pick one maltreatment issue; reviewing the literature break your paper into issue/relevance, specific developmental issues, review of the literature, treatment applications, and relevance to social work. Make sure you have an intro paragraph describing what the issue is and what you plan to do. Use APA rigorously with lots of sub headings and above all don’t plagiarize; I will be checking.

**PLEASE NOTE; ALL PAPERS ARE SUBMITTED TO ME THROUGH EMAIL *NOT* BLACBOARD. I HAVE CREATED A FILE FOR YOUR WORK AND WILL KEEP TRACK OF YOUR SUCCESS AND MARKS.**

# Assignment 5 Final Exam - 30%

You will come to class on to write the final exam. To do this you will bring along your 8 x 11 one sided cheat sheet with anything written you feel will help. Written content can include any materials from our pp or case notes.

Your final exam will be all applied. You will be given questions that will call for you to apply your knowledge of this course and what you have learned to whatever is asked.

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| Assignment | Percentage |
| Assignment 1 | 5 |
| Assignment 2 | 20 |
| Assignment 3 | 25 |
| Assignment 4 | 20 |
| Assignment 5 | 30 |

Your grading breakdown

9-100; A

80-89; B

70-79; C

60-69;D

< 60; F

# Grading

* **When to Expect Grades -** In most cases, expect assignments to be graded within 2 weeks of the due date. In instances when this is not possible, I will do my best to let you know via your UTA email.
* **Incompletes –** For students who have extraordinary circumstances.
* **General Information and Expectations of Written Assignments** – All written work produced for this class must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. Plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course.
  + All formal papers must follow APA guidelines. At a minimum this means:
    - Inclusion of a title page (text on the title page should be in black ink, 10 or 12 font)
    - Margins set at 1 inch
    - 10 or 12 point font in Arial or Times New Roman only
    - Running head listing the assignment title and page numbers in upper right corner of the page starting with the title page
  + Additionally, please avoid the use of contractions (e.g., can’t, won’t, didn’t, wasn’t, I’m etc.) when writing formal papers.
  + Papers with many grammatical errors and misspellings will not receive a satisfactory grade (“B” or above). Papers that do not use APA style for in-text citations and references (when required) will not receive a grade above a “B.”
* **Classroom Behavior– Our classroom is a safe classroom. This means we can talk with openness and respect towards each other knowing we all have a position or a point of view. Working with child maltreatment is anxious work, tough work and one way to guide us through this is to listen and honor each other in a way you would like to be treated.**

# Make-Up Exams

This course does not allow for make up exams.

# 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,

See below; an email sent out 8/21 from Shannon Williams, Director of Student Development, UTA

Faculty at UT Arlington are not required to take attendance in their courses, but the U.S. Department of Education does require that the University have a mechanism in place to mark when Federal Student Aid recipients “begin(s) attendance in a course.”

UT Arlington faculty should **not** utilize the MyMav course rosters for attendance-taking purposes. We are working to suppress these class rosters from view for future terms. For questions, please contact Tanya Vittitow at [ittitow@uta.edu](mailto:ittitow@uta.edu).

When assigning a student an “F” grade at the end of the Fall term, please plan to report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Blackboard. The Institution’s procedure requirement when an “F” is recorded is available at <http://www.uta.edu/records/faculty-staff/grading.php#F_Grades>.

The grades-reporting schedule is available at <http://www.uta.edu/records/calendars/grade-reports.php#fg2014>.  Dates and deadlines related to early and midterm progress reports are at <http://www.uta.edu/records/calendars/progress-reports.php#Fall16>.

To conclude, you are all adults; I don’t take attendance. Coming to class is your call. I do however reserve the right to ask you about your absence should it occur. I also promise the more you miss the more it will impact your learning.

# Course Schedule

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| **Week/Date** | **Topic** | | **Readings** | **Due** |
| Week 1 – 1/17/17 | Introduction to Course Review Syllabus  The Texas Practice Model  National rates of child maltreatment  Child Abuse Defined  Safety Defined | |  |  |
| Week 2 – 1/24/17 | Why we need to think of risk  History & Overview of Child Maltreatment;  Developing partnerships and the skillful use of authority in child welfare | | Review Risk Principles in Risk Management  Ch 1 – Miller-Perrin & Perrin  Ch 2 – Miller-Perrin & Perrin | **Assignment 1 Due** |
| Week 3 – 1/31/17 | Physical Abuse: Assessment and Treatment  Effects of Maltreatment and Trauma; Psychological Maltreatment | | Ch 3 – Miller-Perrin & Perrin  Understanding the effects of maltreatment on brain development\*\*  Ch 6 – Miller-Perrin & Perrin | **Assignment 2 Due** |
| Week 4 – 2/7/17 | | Sexual Abuse: Assessment and Treatment | Ch 4 – Miller-Perrin & Perrin |  |

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| Week 5 – 2/14/17 | Psychological maltreatment  Exposure to partner violence  The ACE Studies-Adverse Childhood Experience | Ch 6/7 – Miller-Perrin & Perrin |  |
| Week 6 – 2/21/17 | Critical Thinking  Assessment  Structured Decision Making  Assessing Safety  Managing Risk  Family Strengths and Needs assessment Manual |  |  |
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| http://www.nccdglobal.org/assessment/sdm-structured-decision-making-systems/child-welfare |
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| Week 7 – 2/28/17 | Exposure to partner Violence: A case of child maltreatment?  The Safe and Together Model of Assessment | Ch 7 – Miller-Perrin & Perrin | Mid Term given  <http://academy.extensiondlc.net/mod/resource/view.php?id=777> |
| Week 8 – 3/7/17 | Signs of Safety/DVD | Readings will be made available |  |
| Week 9 – 3/14/17 Spring Break |  |  |  |
| Week 10 –3/21/17 | Signs of Safety | The Power of Partnership |  |

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| Week 11 – 3/28/17 | Signs of Safety | The Power of Partnership  Tools for Children | **Assignment 3** Mid Term Due |
| Week 12 – 4/11/17 | Signs of Safety | The Power of Partnership | **Assignment 4** Academic paper due |
| Week 13 – 4/18/17 | Trauma-Informed Care | Readings TBA | <http://www.nytimes.com/2014/05/25/magazine/a-revolutionary-approach-to-treating-ptsd.html?_r=0> |
| Week 14 – 4/25/17 | Special Issues in Child Maltreatment: Foster Care and Adoption; Aging Out  Special Issues in Child Maltreatment: Trafficking of Children; Immigrants, Refugees, and the Child Welfare System | Readings: TBA  Ch 9 - Miller-Perrin & Perrin (pp. 322-324) |  |
| Week 15- 5/2/17 | Final Exam |  |  |

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.

# 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.

# Grade Grievances

See BSW Program Manual at: [https://www.uta.edu/ssw/\_documents/bsw/bsw-program-manual.pdf](http://www.uta.edu/_documents/bsw/bsw-program-manual.pdf) Or MSW Program Manual at: <http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf>

# 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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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>.

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>) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](http://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.

# Librarian to Contact

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962, b**elow 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](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](http://ask.uta.edu/)

# Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

# 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/>).

# 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.

# 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://www.uta.edu/hr/eos/index.php)*.*

# 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. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](http://www.uta.edu/provost/administrative-forms/jmhood%40uta.edu).

# 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/](http://www.uta.edu/conduct/).

# 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>.

# 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/>

# 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>.

# 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.