THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2016
Course Title: Advanced Micro Practice
Course Prefix/Number/Section: SOCW 6325-019, 020, 021, 022
Instructor Name: Catheleen Jordan, PhD, LCSW
Faculty Position: Professor
Faculty Profile: https://www.uta.edu/profiles/dr-catheleen-jordan
Office Number: 317
Phone Number: 8173004549
Email Address: jordan@uta.edu
Office Hours: by appointment
Day and Time of Class (if applicable): Online
Location: Online

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

A. Description of Course Content

[This course builds] on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation, in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct practice students. Prerequisites: SOCW 5304; SOCW 5310; and SOCW 5551.

Detailed course description:

Advanced micro practice builds on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. In addition, this course assumes and builds on a prior knowledge of the importance of worker variables with respect to developing, maintaining and using the client-worker relationship to provide relevant help to clients who are asking for assistance. Therefore, the focus for students in the advanced year is to relate a range of intervention strategies to various client populations relevant to students’ work concerns, and relative to intended advanced specialty track. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection.

Attention is paid to a range of change theories, intervention strategies, and therapeutic techniques employed at individual couple and family levels. Emphasis is placed on developing criteria for selecting intervention strategies that are appropriate to the specific goals of treatment. Application of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior, data-based treatment, and practitioner variables and accountability are common elements emphasized in this
B. Student Learning Outcomes

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

<table>
<thead>
<tr>
<th>Aging Specialty</th>
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<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
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<tbody>
<tr>
<td>1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.</td>
<td>1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.</td>
<td>1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.</td>
<td>1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.</td>
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Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.
1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.

1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.

1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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<td>1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.</td>
<td>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.</td>
<td>1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.</td>
<td>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.</td>
</tr>
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Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
1. Advanced social workers in aging synthesize and apply 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 older adults.

2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(c) - Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

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1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults

1. 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.

1. Advanced social workers in health 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 affect health.

1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

Discussion Papers:

Final grades will be based on FIVE weekly discussion week 2-6. These five papers should be one page each, and from the readings, power points and videos of the theories/interventions as applied to the semester case, Donald Trump. Mr. Trump has come to you for confidential therapy at the request of his children. For these discussions, one or two references from the course readings (including the power points are required. Your answers will be posted to the Discussion Board so that you can compare your thinking/answers with the class members. The point of this discussion exercise is to encourage critical thinking of the material. We will be following Mr. Trump throughout the course and thinking about the appropriateness of the interventions for him as he is campaigning. He has received some criticism, as is natural during a Presidential campaign, and wants a sounding board. That is you! Use your assessment skills, the theories and the interventions to make suggestions for him.

The due dates are listed in the course outline in the syllabus and in the Discussion Board on Blackboard. They are each worth 16 points; successful completion of all 5 earns you an 80 or a B in the course. These brief
assignments are to be submitted on the Discussion Board on Blackboard. The grading rubric for the discussion papers is as follows:

1. Provide a clear statement as to which issue of Mr. Trump’s is being discussed
2. State which intervention model and specific technique you are discussing and briefly describe it
3. Provide a brief statement about how you will apply the model
4. Give a brief statement about which aspects of the model would be most helpful, and why (or why not).

After successfully completing the five questions, you may stop and take your B or continue on to complete the optional paper which is worth another 10 to 20 points and is required for earning an A. **No late papers will be accepted after the due date for the optional paper. Failure to submit the optional paper on time will result in a 0.** The only exceptions that will be considered are any life circumstances any of us would see as an emergency, and this will be determined on a case-by-case basis. Of course if you wish to submit your major paper earlier than the due date, by all means do so. The optional paper will be submitted through safe assignment on Blackboard.

**Core competency 2.1.2 sub point 3 ; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-3**

**Optional Final Paper:**

Assessment of an intervention theory: You will be required to examine and identify in detail an intervention theory, including its history (which includes key figures), basic assumptions of the theory, and examples of how the theory is applied. This will provide the foundation for a more important effort: at some point developing your own theory of intervention. Your first task is to decide which intervention model you wish to assess. You may select any of the models listed in the course outline. Your final written report **must** follow the outline below. You will note that the first three points are theoretical, and the last two are more subjective. **Your paper will not be graded if the outline provided is not used.**

1. **History of the theory:** How was the theory initially formulated and who were the major proponents?
2. **Basic Assumptions:** this would include implicit and explicit assumptions about individuals, systems and/or families. What are the central tenets, assertions, hypotheses, statements and/or points regarding the theory? What are the theory’s underlying assumptions about human nature, epistemology, and the role of the relationship between the worker and the client system in affecting change?
3. **Examples of what the intervention might look like:** what are the actual behaviors and techniques used with this intervention model?
4. **Overall impression of the model:** Does it make intuitive sense? Could you see yourself using this type of intervention? What are the relative strengths and weaknesses of this model?
5. **Specific application of the model:** This paper will be applied to Mr. Trump. Address specifically how you would use the intervention model you have selected to help with Mr. Trump, and provide a rationale for your choice.

**Some additional points:**

- Your assessment paper should be no less than ten (10) and no more than fifteen (15) double-spaced pages (*excluding* references and title page).
- Include a brief introduction and cover page; you will be penalized if there is either no abstract of introduction. Your paper will require coverage of the five sections listed above, or it will not be graded.
- Documentation is required, following APA style format. A minimum of ten (10) references will be required for this assignment, at least half of which should have been published no more than five years ago. While you are certainly allowed to use your textbooks as sources from which to draw information (they are indeed legitimate sources after all), please make every effort to use other sources instead. If you do use material from your textbook(s), you need to remember that because they are edited with several authors contributing each chapter, **you need to cite the chapter, not the book.** You will be penalized if this is not followed.
- This paper is worth 10-20 points and is due at the end of the class, which is 10/10/16, a Monday unlike the
due date on the brief papers. Late papers will not be accepted, except in extenuating circumstances as noted above. Grading will be based on how well you cover the theory/intervention in the five sections, as well as spelling, grammar, and adherence to APA style guidelines.

**Core competency 2.1.1 sub points 2-3; core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2; core competency 2.1.10 b sub points 1-4; core competency 2.1.10 c sub points 1-4.**

**F. Grading**

Grading is discussed above.

Five required discussion questions are 16 points each for a total of 80 points.

One optional final paper is up to 20 points.

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
below 60=F

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.

**G. Make-Up Exams**

No make-up exams are needed, but if you should have an emergency situation, please contact the instructor to make arrangements. NOTE: weddings, vacation, and the like are not considered by the University to be emergencies.

**H. 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,

if the University requires me to post attendance (for scholarships, etc) I will look at your participation time which is recorded on Blackboard.

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>8/25</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>POWER POINTS AND VIDEOS</td>
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<td>ON BLACKBOARD</td>
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- Theory thinking
- Critical thinking skills
- Assessment skills

- Introduction of the case(s)  
  **biographical material on Donald Trump**

  *The Making of Trump* or similar

  Psychodynamics I
  - History
  - Ego psychology

  Psychodynamics II
  - Object relations theory
  - Attachment theory

**WEEK 2  9/1**
Relational Theory/Therapy  
*Coady & Lehmann, Ch. 7*

Interpersonal Psychotherapy (IPT)  
*Wedding & Corsini, Ch. 10*

Adlerian Individual Psychology  
*Wedding & Corsini, Ch. 3*

Ecological Systems  
*Coady & Lehmann, Ch. 4*

**POWER POINTS AND VIDEOS**

**ON BLACKBOARD**

Discussion paper #1 due

**WEEK 3  9/8**

Family Systems (Bowen)  
*Wedding & Corsini, Ch. 11*

Structural Family Therapy (Minuchin)  
*Coady & Lehmann, Ch. 4*

Rational-Emotive Behavior Therapy  
*Wedding & Corsini, Ch. 5, 7*

Cognitive Therapy  
*Coady & Lehmann, Ch. 9*

**POWER POINTS AND VIDEOS ON BLACKBOARD**

Discussion paper #2 due

**WEEK 4  9/15**
Existential Theory/Therapy  
*Wedding & Corsini, Ch. 4,8*
ON BLACKBOARD

Discussion paper #3 due

WEEK 5  9/22  Constructivism  Coady & Lehmann, Ch. 16
Narrative Therapy  Coady & Lehmann, Ch. 15, 17
Solution-focused Therapy

BLACKBOARD

Discussion paper #4 due

WEEK 6  9/29  Crisis Intervention  Coady & Lehmann, Ch. 19
Multicultural perspectives  Wedding & Corsini, Ch. 16

Discussion paper #5 due

WEEK 7  10/6  Integrative approaches  Wedding & Corsini, Ch. 14
Coady & Lehmann, Ch. 1, 2, 3

ON BLACKBOARD

PLEASE SUBMIT ALL DISCUSSION QUESTIONS BY THIS DATE.

WEEK 8  10/10

*OPTIONAL FINAL PAPER DUE** AND SUBMITTED TO SAFE ASSIGN ON BLACKBOARD. MULTIPLE TRIES OK AS LONG AS YOU MEET THE DEADLINE. NO LATE PAPERS ACCEPTED.
GRADES WILL BE POSTED ON BLACKBOARD WITH TWO WEEKS OF SUBMISSION DATE OF THE FINAL PAPER.

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 John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page................. http://www.uta.edu/library
Subject Guides...................... http://libguides.uta.edu
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 or calling 817-272-3364.

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

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

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

R. Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/).

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](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/](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](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.