THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2017

Course Title: Stress, Crisis, and Coping

Course Prefix/Number/Section: SOCW 5316 (formerly SOCW 6361)-003

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Day and Time of Class (if applicable): Thursday 8-10:50am

Location: SSW-A Rm308

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

The impact of specific crises on individuals and families will be examined. Typical crises will include life-threatening illness, trauma, physical and mental disability, and death. Assessment and evaluation of an individual's coping ability and appropriate strategies for social work interventions will be studied. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

B. Student Learning Outcomes

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

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice

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.	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.	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.	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.	1. Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.
2. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

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.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice

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 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 mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.	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 community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

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.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice
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.	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.	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.	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.	1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.

Educational Policy 2.1.4 - Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple 5 factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice
1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.	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.	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.	1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.	1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

Educational Policy 2.1.5 - Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice

1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.	1. Advanced social workers in children and families recognize the stigma and shame associated with "family dysfunction."	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.	1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients' right to dignity and self-determination in their assessment and intervention strategies.	1. Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.
2. Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.	2. Advanced social workers in children and families recognize disparities in the distribution of resources across families.	2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.	2. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.	2. Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice.

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.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice

1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.	1. Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.	1. Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.	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.	1. Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.
2. Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.	2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.	2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.	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.	2. Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice

1. Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.	1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.	1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.	1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.	1. Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
2. Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.	2. 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.	2. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.	2. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.	2. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice
1. Advanced social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.	1. Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families	1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.	1. Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.	1. Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.

2. Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health concerns and illness.	2. Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families	2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.	2. Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.	2. Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.

Educational Policy 2.1.9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice
1. Advanced social workers in health assess the quality of family members' interactions within their social contexts.	1. Advanced social workers in children and families assess the quality of family member's interactions within their social contexts.	1. Advanced social workers in mental health/substance abuse assess the quality of client's interactions within their social contexts.	1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.	1. Advanced social workers in community and administrative practice utilize research skills to identify trends in client needs.
2. Advanced social workers in health develop health intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in community and administrative practice implement community and administrative practice skills to improve programs to meet those needs

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(a) - Engagement

Social workers
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice
1. Advanced social workers in health implement participatory, collaborative, change-oriented communication, and engagement processes with clients, families, and other members of the health care team.	1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.	1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.	1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.	1. Advanced social workers in community and administrative practice utilize essential community and administrative practice social work skills in working with organizations and communities that foster collaborations.

Educational Policy 2.1.10(b) - Assessment

Social workers
- collect, organize, and interpret client data;
- assess client strengths and challenges;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice

1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.	1. Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.	1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.	1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.	1. Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.

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.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice
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 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 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.	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 community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate/or for clients.

Educational Policy 2.1.10(d) - Evaluation

Social workers
- critically analyze;
- monitor; and
- evaluate interventions.

Health	Children and Families	Mental Health/Substance Abuse	Aging	Community and Administrative Practice
1. Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.	1. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes.

By the end of the semester, students should be able to demonstrate the following knowledge and skills in their class assignments including written assignments, oral presentation (formal or informal), and examinations

1. Demonstrate the ability to have a comprehensive understanding of the concept of stress and coping as defined in professional literature and be able to apply it in working with client systems.
2. Identify physical, psychological, social and environmental stressors and their impact on individual's ability in coping
3. Demonstrate sensitivity in understanding cultural, social conditioning and unequal treatment of individuals due to their race, gender, and social-economic standing.
4. Evaluate clients' sources and severity of stressors by using objective and subjective tools and measurements.
5. Identify and evaluate the efficacies of various intervention approaches/models in their applicability when providing timely effective and appropriate social work interventions.
6. Demonstrate an understanding of social work ethics and values as they relate to clients in crisis.

These outcomes shall be measured through performance of classroom activities and other course requirements.

C. Required Textbooks and Other Course Materials

- Seaward, B. L. (2014). **Managing Stress**. (8th Ed.). Boston: Jones and Barlett Publishers.
- *Seaward, B. L. (2015). The Art of Peace and Relaxation: Workbook. Boston: Jones and Barlett Publishers. (* ***Recommended*** *companion text for additional reading: Not required.)*
- Additional readings and content as posted on line, or forwarded by email and a student resource page is available from the publisher for the course text, as well as an included CD-ROM. Please do not access anything on a laptop in a face to face offering of the course other than the online content and suggested links, or related course work.

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

Course Requirements: (This syllabus should be followed if different than any dated online material).

Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer relevant questions) the reading material. The instructor may change course requirements and evaluation of learning criteria so long as the course learning objectives are maintained. Course assignments, delivery and communication methods may change if technological problems arise.

As an advanced practice social worker, there is a body of knowledge and a range of skills that you are expected to have in order to engage in responsible and effective practice. The following assignments are intended to help you to continue to develop this knowledge and skill. These assignments should be approached professionally and seriously. All assignments must be completed to be eligible to receive a passing grade, and may be offered as online or offline assignments as indicated in the syllabus.

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 module online content, etc.

Assignment 1 (Exam 1). ANNOTATED BIBILOGRAPHY, or an Alternate Assignment (as ageed with faculty in advance)

Each student is to turn in an annotated bibliography on 10 journal articles (See: Textbook; Chapter 2) related to technostress (including; emerging and existing technologies and information overload, cyber bullying, identiify theft, cyberhacking, bandwith and cloud issues, boundaries and reputation damage, privacy, ethics [human genome, etc.], less family time due to technology, online dating, wi-fi stress and technology and the generational divide), or/and sociological stress (including; less civil society; shallow effect; narrative collapse, digiphrenia, overwinding and factalnoia, environmental disconnect and nature deficit disorder, occupational stress and race and gendar stress) and coping (inlcuding emerging technical approaches) as defined in the course and social work practice. Objectives for this assignment are for students to be familiar with **professional literature** and to develop an area of professional development or research. These articles have to be from five different sources, all related to social work practice. Follow the outline as below:

1. Author's name, year and title of the article, name of the journal, volume and page numbers.
2. Summary—to be written as if the reader has not read the article and needs to be informed of the essence of the article.
3. Critique—Technological or intervention approaches/model's strengths and weakness, applicability and limitations especially for clients who are diverse in terms of gender, sexual orientation, racial, ethnic and economic and education background.

Each summary and critique should be 1-3 pages in length.

Grading criteria:

1. A broad review of established effective social work intervention approaches/modalities in working with clients who suffer from various
2. serious losses and illnesses, or stress and crises
3. Reflects writer's ability to analyze and evaluate these approaches/
4. modalities' appropriateness and effectiveness with specific client groups
5. Summary is clear and succinct and informs the reader of its major focus
6. Critique is thoughtful and reflects comprehensiveness of the concept of stress and coping and the contribution, or lack of it, to social work practice.**Includes designated skill(s) or behavior (s) from** Aging: Educational Policy 2.1.6(1, and 2) Educational Policy 2.1.10(c)-(1) **Includes designated skill(s) or behavior (s) from** Children and Family: Educational Policy 2.1.6(1, and 2) Educational Policy 2.1.10(c)-(1) **Includes designated skill(s) or behavior (s) from** Health Care: Educational Policy 2.1.6(1, and 2) Educational Policy 2.1.10(c)-(1) **Includes designated skill(s) or behavior (s) from:** Mental Health

Educational Policy 2.1.6(1) Educational Policy 2.1.10(c)-(1)

An alternate assignment: may be requested, or offered, such as using an evidence basaed stress reduction technique in an assessment and intervention plan (I.e. Stress Innoculation Training, etc.) if project rigor is sustained. This would also likely involve the contracting student graphing results and presenting a detailed study. The highly referenced work would likely be more involved than a bibliography. Pass and Fail grading would also apply. With permission of the instructor only.

Assignment 2: Exam 2 Group Wiki Page Project

Each person will be randomly assigned to a Wiki Development Group focused on one of the Stress, Crisis or Coping closely related to Technostress and Sociological Stress (See: Chapter 2) concepts we have, or will be covering in this class. Members of the group will describe and critique the concept or technique according to the following sections:

1. Historical foundations (related to interventions) including who developed it, where, what was the rationale for it?
2. Concepts including theoretical underpinnings, assessment and intervention techniques, method of evaluation and method of termination.
3. Evidence-based knowledge including strengths/limitations (look for meta-analysis, system reviews, etc.). Address what populations or problems are most helped by this intervention according to the literature.
4. Implications of the concept or intervention for Social Work practice, policy, research.
5. Appropriateness/applications where appropriate and reasonably expected, for social work including application to social justice, diversity, ethics
6. References

This assignment, as is EXAM 1, is graded on a pass – fail basis. If the assignment is graded unsatisfactory, the group can continue to work on it until the end of the class sessions, to improve it to a passing grade.

NOTE: I have turned on the tracking system so that I may see which students are participating in the assignment and which are not. Those not participating will not receive a pass.

Some possible examples (Each can be specified to an area not well developed in the public domain or online):

Stress	**Crisis**	**Coping**
Career Stress	Crisis Intervention	Intrapersonal
Family Stress	Critical Incidents	Interpersonal
Financial Stress	Death; Witnessing	Negative Approaches
Organizational Stress	Disaster and Recovery	Positive Approaches
Student Stress	Loss or Divorce	Resiliency
Technology Stress	Retirement, Phase of Life	Support Systems
Vicarious Stress	Trauma; Witnessing	Techniques

Wiki Grading Rubric: Group and Individual Contributor Expectations

A collaborative effort (as seen in the history) A wiki can be reviewed in retrospect noting each contributor's additions and individual effort over time. Several participants or all should have contributed. Wikis are collaborative. Each person brings their strengths and contributes things that they are good at to the project.

Visual appeal

Graphics are used as needed and add to the message. Graphics are not distracting and used where needed to further explain a topic. If does not look cluttered.

Organization

A table of contents is used; headings and underlines are used appropriately.

Hyperlinks to sources

An effective wiki hyperlink's sources and gives readers additional information about the topic. Because most people tend to not trust wikis (they don't know the authors), you must include a variety of hyperlinks to be considered an effective source of information. As people follow your hyperlink's, they will begin to look at the information you've linked to. They will learn that you are an authority and that you've "done your homework." Make sure that you have checked your hyperlink's and that they work.

Original, intelligent wording

The effective wiki summarizes information but never copies it! (Cite your sources.) The wording is intelligent and meaningful and jargon is not used. Wikis may be read by a global audience and authors must keep that in mind.

Spelling/Grammar Punctuation (-1 each up to max)

Assignment criteria met.

Multi-sensory tools are used (Optional, but use where possible)

The use of sound and/or video involves the wiki reader more through the increased engagement of hearing and sight. When it is used effectively, it can boost you into the hall of fame because you have more thoroughly taught your reader about your subject.

RSS Feeds and Cutting edge tools are used (Optional, but use where possible)

Pioneers are often recognized for their ability to venture into new places that others are afraid

Our wiki pioneers will be recognized as they learn about new technology and integrate it into their page. These technologies include RSS Feeds, video, podcasts, and any other new Web 2.0.

Note: *Should problems arise in the Blackboard Course Platform relative to the Wiki Assignment, then groups will be assigned by the instructor to work on a Group Blog, with similar evaluative criteria by having each group develop a blog online at: http://dimleventis.blogspot.com/. Failing this, a paper or equivalent assignment would be the second alternate.*

Includes designated skill(s) or behavior (s) from Aging: Educational Policy 2.1.7(1)

Includes designated skill(s) or behavior (s) from Children and Family: Educational Policy 2.1.7(1)

Includes designated skill(s) or behavior (s) from Health Care: Educational Policy 2.1.7(1)

Includes designated skill(s) or behavior (s) from: Mental Health: Educational Policy 2.1.7(1)

EXAM 3-TREATMENT PAPER

In the final stress, crisis and coping paper, the student will pick two stress, crisis or coping related problems, realted to technostress and sociological stress discussed in the text or course and address with two interventions also discussed in the class materials and compare and contrast them in a formal paper (may be presented as a case analysis). The paper must correctly cite and include as informational or reference sources,

a minimum of eight videos included in the Blackboard online course format To complete the paper correctly with adequate conceptual complexity. Search for Blooms Taxonomy of Critical Thinking Skills online and incorporate analysis, comparison and contrast, synthesis and evaluation into your arguments and presentation for using the two selected intervention as supported by references and videos to address stress crisis or coping issues self-selected for your paper. Should anyone wishing to pursue another stress or crisis or coping topic not included in the text and online course, you will need to clear the topic with the instructor, but the same rigor will apply to the development and presentation of your paper. The required outline follows for this paper. The format should be APA style, 10-15 pages.

1. Introduction, Purpose of Paper
2. Comparison of Two Stress Crisis or Coping Problems and Two Intervention Models
3. Description of the two models (History, Techniques, etc.)
4. Comparison and contrast of the two models
5. Synthesize observations and analysis and an evaluative component or strategy to determine the efficacy of your interventions if applied.
6. Conclusions, implications and/or recommendations
7. References (Journal articles and Video electronic references, only 1 text book citation is permitted, with only 1 additional text citation. At least 25 references and citations are expected, more are preferred.

EXAM 3-GRADING MATRIX

1. How well were text or course inclusive theories, skills and research knowledge included and well referenced in APA style? Was an evidence informed practice approach present, in your argument and justification? Was the theory comprehensive and substantial? Were the interventions described appropriate, for the problems selected from the course materials?
2. Did the paper identify, and discuss and support with literature sources, issues (such as professional values and ethics, diversity and social justice) from each model? How well were these discussed?
3. Did this paper demonstrate comprehensive knowledge and mastery of the professional knowledge appropriate for a graduate level paper? Was it well written, organized and presented in a professional style, no spelling or grammatical errors, with cover sheet included?

Includes designated skill(s) or behavior (s) from: Aging: Educational Policy 2.1.3(1) Educational Policy 2.1.10 (c)-(2) Educational Policy 2.1.10(d)-(1)

Includes designated skill(s) or behavior (s) from: Children and Family: Educational Policy 2.1.3(1) Educational Policy 2.1.10 (c)-(2) Educational Policy 2.1.10(d)-(1)

Includes designated skill(s) or behavior (s) from: Health Care: Educational Policy 2.1.3(1) Educational Policy 2.1.10 (c)-(2) Educational Policy 2.1.10(d)-(1)

Includes designated skill(s) or behavior (s) from: Mental Health: Educational Policy 2.1.3(1) Educational Policy 2.1.10 (c)-(2) Educational Policy 2.1.10(d)-(1)

EXAM 3: (optional). Exam 3 is also graded Pass/Fail. Satisfactory completion of Final Exam 3, at an "A" level, in addition to Passing Exams 1 and 2 will result in a grade of "A" in the course. Not everyone who submits a paper is assured of and "A" or passing grade. There will be no redo of Final Exam 3.

Note: the paper must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. The content of the paper must be high, A, quality. This must be the best of your work possible.

F. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and

misspellings will not receive a satisfactory grade.

The point system for grading for this course is scaled differently based upon PASS or Fail Assignments. Please note that a B is possible, with adequate participation and attendance without completion of Exam/Assignment 3.

Exams 1 (Annotated Bibliography,25 points, graded pass or fail) and 2 (Wiki Group Assignment 25, points, graded pass or fail) are required and Exam 3 is an optional (Stress, Crises and Coping paper, 25 points, graded pass or fail).

EXAM 1 & EXAM 2 will be graded as either Pass/Fail. If a student or a group receives an Fail grade, the instructor will work with the student(s) to redo the exam until the grade is raised to a Passing level. Completion of these two exams, with consistent attendance and participation (up tp 25 points), at a Passing level will result in a grade of B, (25 points). As the Wiki assignmenbt is a group assignment, students not contributing, or not contributing adequately to the group project, or revisions, may not recieve a Pass for the assignment.

EXAM 3: (optional). Exam 3 is also graded Pass/Fail. Satisfactory completion of Final Exam 3, at an "A" level, in addition to Passing Exams 1 and 2 will result in a grade of "A" in the course, iwht consistent attendance and participation (25 points) Not everyone who submits a paper is assured of and "A" or passing grade. There will be no redo of Final Exam 3.

Note: the paper must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. The content of the paper must be high, A, quality. This must be the best of your work possible.

Note: *Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

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

You will be allowed to take the course exam, if scheduled, on a different date only if you have a valid and verifiable excuse (excuses will be confirmed) for missing the exam and will have made previous arrangements with the professor. Pre-scheduled events (weddings, volunteer projects, vacation, employer based events, etc.) will likely not qualify as justification.

No excuse will be accepted for submitting a course project (s) or assignment late given that the dates designated for submitting those projects would have been publicized since the beginning of the course. If you anticipate an absence, you may send your project or assignment with a classmate or mail it on or prior to the due date.

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,

Classroom sections: course specifi policy on attendance

1. Students are expected to be on time, attend and become actively engaged in all class sessions, and stay until the completion of the class and contribute to, and maintain, a positive learning environment throughout.
2. Students are to complete reading assignments and be prepared to participate in class, and participate in discussions, or discussion groups and small group activities. Expect an active learning environment.

Courses using an online shell will also require students participate in the online discussion groups and prompts per class, as outlined in the online companion course shell. Multiple absences, or non-participation, will, likely result in a letter grade deduction from the final calculated grade of the class (i.e. 3 or more). Greater absence or non-participation, than this, will likely result in not receiving a passing grade for the course.

1. All written assignments are due at the beginning of class period of the date specified on the course outline. Emailed or digitally papers will not be accepted (unless requested in this format in advance). Any technical issues with online paper submission, if offered, will result in an alternate method of either email or paper submission. Late papers will not be accepted.
2. Assignments are to be completed correctly at the time of submission. No papers or assignments may be resubmitted once a grade is given.
3. Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.
4. All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program. Differences (if any) arising from the course or grade are to be resolved if possible with the instructor, before considering alternatives.
5. Please turn off all cell phones, pagers, or communication devices while in class, or the classroom. Laptops may be used as these contribute to the learning environment and are logged to course content and may be requested to be turned off during class activities or if disruptive to discussions. Non course activities such as surfing, emailing, working on other course assignments, will be treated as non participation and are disruptive to a positive learning environment. The instructor may request laptops be turned off at any time, the student, students or course environment becomes disengaged. Please do not audio or video the course, or presenters, without permission of the presenter(s). Though it remains, legal, it also remains unethical to do so.
6. Early packing up, walk outs, surfing etc. on computers without accessinbg and using online content, and cell phone use in the classroom, will be counted as absences, or non participation, or both. Please request permission of the instructor for recording of lectures or content, not doing so will result in refferal to Professional standards committee, and possible adjudication.

I. Course Schedule

Lesson	**DATE**	**TOPIC** (For this date or class)	**READING ASSIGNMENT(s)** (For class discussion)

Module 1	**1/19**	Review course syllabus, & Topic: The nature of stress, Sociology of stress	To read before class Ch. 1&2
Module 2	**1/26**	Topic: Physiology of stress, & Stress and disease	Ch. 3 &4
Module 3	**2/2**	Topic: Psychology of stress, & Stress emotions, Anger, Fear and Joy	Ch. 5 & 6
Module 4	**2/9**	Topic: Stress prone/stress resistant personalities, Stress & human spirituality	Ch. 7 & 8
Module 5	**2/16**	Topic: Cognitive restructuring, & Behavior modification	Ch. 9&10
Module 6	**2/23**	Topic: Journal writing & Expressive art therapy	Ch. 11&12
Module 7	**3/2**	Topic: Humor therapy & Creative problem solving	Ch. 13&14
Module 8 ***Exam 1 due***	**3/9**	Topic: Communication skills & Resource management (time & money)	Ch. 15&16
Module 9	**3/23**	Topic: Additional coping techniques & Diaphragmatic breathing	Ch. 17&18
Module 10	**3/30**	Topic: Meditation and mindfulness, & Hatha yoga.	Ch. 19& 20
Modlule 11 ***Exam 2 Due***	**4/6**	Topic: Mental imagery and visualization, & Music therapy	Ch. 21& 22
Module 12	**4/13**	Topic: Massage therapy, & Tai Chi Ch'aun	Ch. 23& 24
Module 13	**4/20**	Topic: Physical exercise, Nutrition and stress Ecotherapy: Healing power of nature	Ch. 27& 28
Module 14 ***Exam 3 Due***	**4/27**	Special Topic(s) Disaster Mental Health Witnessing Death, Final Hours (Stress and Recovery for Social Workers)	None
Module 15	**5/4**	Topic: Progressive muscle relaxation, & Autogenic training and Clinical Biofeedback (finals week- optional)	Ch. 25& 26

Students are requested to complete the course evaluation near the last day of class as the last few classes are "packed" with critical information and some of the best course content. Everyone attending and participating in the full course is encouraged to complete the course evaluation. The feedback is used both to improve future course offerings and in faculty annual reviews and consideration of performance and merit.

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

J. Expectations for Out-of-Class Study

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

assignments and exams, and reviewing online content, etc.

K. Grade Grievances

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

L. Student Support Services

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

The IDEAS Center **(**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 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, 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
Subject Librarians..... http://www.uta.edu/library/help/subject-librarians.php
Course Reserves..... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ..... http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus..... http://libguides.uta.edu/offcampus
Ask a Librarian..... http://ask.uta.edu

N. 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.

O. 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/).

P. 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.

Q. 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.

R. 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.

S. 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/.

T. 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.

U. 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/

V. 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.

W. 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.