A. Description of Course Content

Theories and methodologies of social work assessment, case management, and other generalist intervention at the individual, family, and group levels in diverse settings. This course is required for Social Work Field Instruction I (SOCW 4451). Prerequisite: SOCW 2311, SOCW 2313, SOCW 3301, and SOCW 3302. BSW majors only.

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

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.

**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.

**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.

**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

**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.

**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.

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.

Educational Policy 2.1.10(d) - Evaluation Social workers

• critically analyze;
• monitor; and
• evaluate interventions.

C. Required Textbooks and Other Course Materials


*Please note because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

Character Strengths Assignment - 10 pts

What are your strengths as a person and soon to be social worker? You are to go to viacharacter.org and fill in “take the survey”. Take your top signature strength and answer the following five questions in no more than 5 pages:

1. What is the history and development of this strength? (1/2 to 1 page)
2. Provide details about how you put this strength into every day practice. How will this strength sustain you in the coming semester? (1 page)
3. Discuss the important people who have contributed to the development of this strength. (1 page)
4. What significant meaning (if any) does this strength hold for you? (1 page)
5. What are the dreams and hopes that stand behind this strength? (1/2 page)

Educational Objectives 2.1.3 subpoints 1,2,3

Role-plays - 0 pts

On a number of occasions throughout the semester, you will meet in groups to practice skills learned in class and in assigned readings. You will take turns being the social worker and the client. Students are expected to participate fully as part of their class participation. The goal of these exercises is for you to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, I want you to gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. The role-plays will not be graded; however, participation in the exercises is required as part of your class participation grade.
Biopsychosocial Assessment - 20 pts

Students will complete a biopsychosocial of an individual of their choosing. [One suggestion: Based on the report of past students, it is recommended that you avoid family members as this tends to add stress to the assignment.] A biopsychosocial history is a comprehensive assessment of an individual. The assessment should be no less than 6 double-spaced pages. It is expected that you will complete the assessment fully and in a professional manner. Imagine that this is an assessment that is being submitted as a professional social worker at a social service agency setting. This includes paragraph form (no bullet points), complete descriptions, and using formal writing (without contractions, slang, etc.). This assignment will require a reflective component in which you will evaluate how well you were able to engage the client and use the interviewing skills studied in class.

Using information from both the Cournoyer and Hepworth texts, you will complete the biopsychosocial assessment. Any sections that cannot be addressed, indicate that it is not applicable (N/A). In addition to the assessment, students will identify a practice model or change strategy that you would consider beneficial for the person. Such models or strategies will be discussed in class and are in the texts, such as crisis intervention, cognitive behavioral, solution-focused, case management, task centered, and others (see Hepworth, chapter 13; will also be discussed in lectures).

The assessment is expected to be submitted as a formal assessment written in a style that might resemble an assessment for a social service agency. A minimum of 5 pages (and this does not include a cover page).

Papers are expected to follow this format: Use the bolded words as headings for your sections.

- **Cover sheet** (not included in page count)
- **Signed confidentiality statement**
- **Biopsychosocial Assessment** (major focus of the paper, minimum of 4 pages)
- **Practice model/change strategy** (explanation for your choice of this particular model or strategy and how it might impact the person. (½ to 1 page)
- **Conclusion** (overall learning about assessment, a minimum of ½ to 1 page)
- **References** (not included in page count)

The Assessment paper will be graded on the following:

- Following Instructions
- Use of APA Style
- Grammar, Punctuation, & Sentence Structure
- Written work must be clear, concise, and grammatically correct.
- All papers must follow APA guidelines. At a minimum this means including a title page, numbering the pages, using Times Roman 12 font, citing any references in the body of the paper and having a reference list at the close of the paper.
- 10 points may be deducted from the overall score for each day a paper is late.

Class presentation: At the time the assessment is submitted, time will be taken in class to discuss one’s assessment. This is an informal presentation on the project overall: personal reflection, feedback on the experience (both interviewing and writing of the assessment), considerations for future assessment, etc.

Learning Objectives Addressed: The purpose of this assignment is for students to begin the process of conceptualizing the initial assessment process in terms of, (a) knowing what information is required in a biopsychosocial assessment; (b) the process of actually interviewing someone with the view to gathering said information; and (c) organizing that information in a way that allows for making recommendations about
interventions.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.7 subpoint 1 and Educational Policy 2.1.10(b) subpoint 1-4

**PLANNED CHANGE PRESENTATION/Reflective Paper/PEER FEEDBACK: 20 PTS**

Students will demonstrate a planned changed strategy in a brief role-play interview involving basic interviewing skills. The role play is expected to be a minimum of 15 minutes; no more than 20 minutes. I will be timing to ensure everyone is holding to this criteria. The topic of the presentation (for example, WHY the social worker is meeting the client) is to be submitted on a date determined in class. Some class time will be provided to discuss and prepare the role-play; however, it may not be enough. It is likely that students will need to spend time on this assignment outside of the regular class period. Peer feedback will be given to the presenters. Additional information on the content and grading of this assignment will be provided in class. You can use scenarios from the Cournoyer text. The interventions should reflect your engagement, assessment and intervention skills offered in Cournoyer, chapters 6-12 as well as planned changed strategies from Hepworth (chapter 13). All of this will be covered in class and posted on Blackboard.

**Participation: 20 PTs**

Students will demonstrate their knowledge of the readings, power points, small group activities, and lectures with activities during the week. Please be aware: Quizzes and in-class activities may sometimes be unannounced to encourage student attendance, preparation and attentiveness to class discussion. Such participation may include the posting on the discussion board of articles, videos, chapter topics, class discussion related to the text, and any other topics deemed suitable for social work students. It will require a response in a timely manner (typically within 7 days of the postings.) The instructor will provide announcements regarding these discussion prompts and you must follow the format expectations as well as the questions accompanying each of the activities to get full credit.

Special attention will be given to ethics and diversity activities. There will be both in-class and outside class activities that will be related to these subjects.

**EXAMS (1) 25 pts**

One comprehensive final exam will be given at the the semester. Exam material will come from lectures, assigned readings, and any handouts given in class. Exams are developed from the text and classroom discussions. Review questions will be provided. There are no make up exams. Anyone arriving 15 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.2(a, b, c, d) Educational Policy 2.1.3(a, b, c) 2.1.6(a) Educational Policy 2.1.7(a)

**PAPERS - GENERAL INFORMATION AND EXPECTATIONS**

All papers must follow APA guidelines. **At a minimum** this means:

- Points will be deducted if you do not follow these guidelines. See the following website for additional help with APA format: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
- **Written work must be clear, concise, and grammatically correct.** Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own - i.e., using direct sentences written by others) will result in a failing grade for the course.
- Please use formal and professional language when completing papers and assignments for this course (i.e.,
Why Social Work paper and Psychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, etc.).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through Blackboard. Hard Copies are not to be turned in unless specified otherwise.**

**EXTRA CREDIT: 10 pts**

Complete the online Motivational Interviewing Training. Bring a copy of certificate for credit.

http://pcssmat.org/new-pcss-mat-online-module-with-free-cme-posted-motivational-interviewing

**F. Grading**

<table>
<thead>
<tr>
<th>Graded Activities</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Strengths Assessment</td>
<td>9/15</td>
<td>10</td>
</tr>
<tr>
<td>Biopsychosocial</td>
<td>10/13</td>
<td>20</td>
</tr>
<tr>
<td>Planned Change Process Demonstration/Reflective Paper/Peer feedback</td>
<td>11-8,11,15,17</td>
<td>25</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>12/1</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Extra Credit: Motivational Interviewing</td>
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</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

**G. Make-Up Exams**

**THERE ARE NO MAKEUP EXAMS.** Anyone arriving 10 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam.

All written assignments will be due posted to Blackboard on the date listed on the Course Schedule (see below) **at the beginning of class.** Five points will be deducted for each calendar day the assignment is late.

**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,
this is the attendance policy: Due to the format and content of this course, regular and punctual attendance is imperative and expected. Additionally, it is expected for students to be on time and not leave early. Repetitive lateness, as well as leaving class early, may affect your final grade. If it is necessary for you to be late or leave class early, please let instructor know in advance.

It is the student’s responsibility to keep up with material presented in class. If you are absent you will have missed material. Many times what is heard in class differs from student to student so plan to get notes from at least 2 other students if absent.

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25/2016 Introduction: syllabus and course review, review skills</td>
<td>Review Chapters 6,7,8,9 in Cournoyer</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/30/2016 Diversity and Ethics</td>
<td>Review : C: Chapters 4-5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/6/2016 Safety and Self care</td>
<td>See BB for course materials</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/20/2016 Assessment</td>
<td>C: ch 10 H: ch 8-9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9/27/2016 Developing goals and Contracts Developing Resources</td>
<td>C: ch 11 H: Ch 12</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/4/2016 Enhancing Family Relationships</td>
<td>H: ch 10, 15</td>
<td></td>
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<tr>
<td>8</td>
<td>10/11/2016 Developing and facilitating Groups</td>
<td>See BB for course materials</td>
<td>Biopsychosocial due 10/13/2016</td>
</tr>
<tr>
<td>9</td>
<td>10/18/2016 Interventions/change strategies/treatment models</td>
<td>H: ch 13</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/25/2016 Interventions: Special populations: Couples, Children, Elderly, People with disabilities. LGBT</td>
<td>See BB for course materials</td>
<td></td>
</tr>
</tbody>
</table>
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**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  
Subject Librarians..................... http://www.uta.edu/library/help/subject-librarians.php  
Course Reserves....................... http://pulse.uta.edu/vwebv/enterCourseReserve.do  
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/faq/).

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

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

**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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto: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/](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.