A. Description of Course Content

Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem-solving skills at the individual, family, and group levels in diverse settings. This course is required for admission to the Bachelor of Social Work (BSW) program. Prerequisite: SOCW 2311. Prospective BSW majors only.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 4 and 6, it mainly focuses on competencies 1 and 6:
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.

- Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making.
- Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers value the importance of human relationships, understanding strategies to engage diverse clients.

- Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Social workers use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.

C. Required Textbooks and Other Course Materials


*Please note that students will use these texts again in SOCW 3304. 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

Discussion Boards: Students will be assigned in Groups to the Discussion Boards.

Active participation in the course Discussion Boards is vital to the learning process and critical for maximizing your learning experience in this online course. There will be two types of discussion boards for this course. One type of Discussion Board will be a “Written Discussion Board” and another will be a “Video Discussion Board”. Addresses competencies 1 & 6.

Due to the interactive environment of this course discussion Boards cannot be made up. Video Discussion Boards require that you post the video on by Friday at 11:59pm and peer responses are due Monday at 11:59pm. Failure to complete the video assignment will result in loss of the 3.5 points for the Discussion Board. If you decide to complete a peer response, the highest grade you can receive for the video discussion board will be 0.5 points.

Active participation in the discussion boards is critical to ensure student learning. Each student will also need to monitor their post in case a peer asks a question. The assessment criteria for the course discussion boards includes evaluation of the quality and quantity of your participation in the discussion boards. I strongly encourage you to respond to other student’s posting and participate in more than the minimum number of discussions require, as participation will enhance your understanding of the material, as well as your experience in this course.
Please note that if there is a discussion board question that requires you to do something, such as watch a video, read an article or listen to a podcast, this must be completed before you can complete and submit your post.

Posts, responses, and questions should be thoughtful and thorough. Students who post “I agree” or “I thought the same thing” will not get credit for the post. If you support those statements with examples, experience, or other references, then you will get credit for the discussion board.

- Ensure your post has appropriate grammar and spelling; as well as APA if applicable.
- Your post and/or your question should address the topic for the discussion board.
- You are encourage to revisit the discussion board and respond to what your peers have posted to your response.
- Online Discussion Netiquette:
  - Read existing postings and do not just repeat what has already been said by your peers.
  - Use appropriate language. Do not use inappropriate and/or offensive language.
  - Be careful with humor and sarcasm.
  - Do not use ALL CAPS in an online environment.
- Be respectful of your peers. Treat everyone equally as if you were communicating face to face.

1) Written Discussion Boards

5 discussion boards at 2 points each (10 points total)

Modules: 3, 6, 11, 12, 15

Post a response to the weekly discussion board prompt. Discussion Boards open on Tuesday at 12:01am and close on Monday at 11:59pm.

2) Video Discussion Boards

3 video discussion boards at 4 points each (12 points total)

Videos will need to be posted by Friday at 11:59pm and peer responses to the videos are due Sunday at 11:59pm.

Failure to complete the video assignment will result in loss of the 3.5 points for the Discussion Board. If you decide to complete a peer response, the highest grade you can receive for the video discussion board will be 0.5 points.

There will be one introduction video discussion board and two role-play discussion boards during the semester. You will need to enlist the help of a friend, family member, colleague, neighbor, etc. to help you practice skills learned in the class.

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 Play Discussion Boards will help you build up to the Skills Presentation.

See Discussion Board Rubric online for additional grading information for both Written and Role Play Discussion Boards.

• Genogram and Ecomap (3 points). Part 1: Students will create a three-generation family Genogram (i.e., grandparents, parents, self and siblings). The In addition, the Genogram should include a legend and a two-paragraph summary on insight and findings discovered through the Genogram process. If applicable, a student’s children may also be included in the Genogram. Part 2: Students will create an Ecomap based on his/her own social environment. The Ecomap should also include a legend and a two-paragraph summary on
insight discovered through creating the Ecomap. Students should follow the guidelines and descriptions presented in class, the Hepworth textbook Ch. 1 (pp 14-16), and the Cournoyer textbook Ch. 9 (pp 312-314). Addresses competencies 1 and

• **Ethics Group Presentation** (15 points) Students will be assigned in groups. Students will choose from a list of dilemmas provided on Canvas in week 2. Each group will review a case presenting an ethical dilemma and discuss the dilemmas. Each group is responsible for determining an ethical course of action for handling the dilemma in the assigned scenario. During the following weeks students are to discuss the dilemma with their group members in the appropriate discussion board. You and your group will review the scenario, identify the ethical dilemma(s), discuss the dilemma(s) utilizing the ethical decision-making materials providing on Blackboard (Class lectures, Cournoyer, et. al, Chapter 5, NASW Code of Ethics, and the ethical decision making handout) to work to arrive at a consensus. In discussing cases, please follow steps 1-7 of Reamer's 7 step Process on ethical decision making handout. Groups will utilize resource materials in:
  - Class Lecture
  - Cournoyer-Chapter 5
  - NASW Code of Ethics available
  - Ethical decision making handout, including Steps 1-7 of Reamer’s 7-Step Process and Lowenberg's hierarchy

• Once your group arrives at a consensus in Week 9, you will collaborate and develop a presentation and post the presentation to the appropriate Discussion area, as well as submit the assignment via Canvas. Students are to provide feedback on group members via an evaluation form that will be submitted directly to the instructor via Canvas. This evaluation form will be part of your grade. The evaluation form WILL NOT be shared with anyone other than your instructor. Failure to submit the peer evaluation form will result in a zero (0) for that portion of the grade. Grading Criteria: Presentation will be evaluated on the group's ability to clearly address each of the above questions thoroughly and concisely during the presentation.

• **Exams (2 at 15 points each; 30 points total).** Two exams will be given during the semester. One will cover the first half of the class material; the second will cover the second half of the class. Exam material will come from lectures and assigned readings. Addresses competencies 1, 2, 3, 4 and 6.

• **Role-plays (0 points).** On a number of occasions throughout the semester, students will meet in groups of three to practice skills learned in class and in assigned readings. Students will take turns being the social worker, the client, and an observer. Students are expected to participate fully as part of their class participation. The goal of these exercises is to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, you should 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.* Addresses competencies 2 and 6.

• **Skills Presentation (15 points 1 point-topic; 14 presentation).** Students will demonstrate the skills that they have learned throughout the semester in a final brief 2 person role-play segment involving basic interviewing skills utilized by the social work practitioner during an initial meeting. You will need access to a video camera and will need to enlist a friend, family member, or acquaintance to participate with you. You will be the “Social Worker” and your friend, family member or acquaintance will be the “client”. You will need to upload the video the Blackboard for the instructor to review. The role-play is expected to last at minimum 5 minutes. *The topic of the first meeting (i.e., why the social worker is meeting the client) should be submitted via Canvas.*

• **Documentation Exercise (5 points).** Using the topic chosen for the skills presentation, students will select one of the formats (e.g., SOAP, BIRP) taught in class to compose a progress note which will describe your session with the client(s) from the social worker’s perspective. Addresses competencies 2, 4 and 6.

All papers and written assignments, including Discussion Board posts 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/

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 discussion boards and assignments for this course. **Unless otherwise indicated by the instructor, all designated assignments must be submitted online. Hard Copies are not to be turned in unless specified otherwise.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

It is the student’s responsibility, whether present or absent, to keep abreast of assignments. The online setting provides students with flexibility for completing assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Each week begins on a Tuesday and ends on a Monday.

Students are expected to complete assignments each week by 11:59pm on Mondays. Discussion Boards (1st posts are due Fridays). Students have until the following Monday to respond to two other posts by 11:59pm. Discussion Boards will close each Monday at 11:59 at the end of each week. **There are no make up discussion boards**. Students are expected to complete those discussions during the assigned week. Students are expected to complete ALL of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.

G. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Written Discussions</td>
<td>10</td>
</tr>
<tr>
<td>Video Discussions</td>
<td>12</td>
</tr>
<tr>
<td>Genogram and Ecomap</td>
<td>3</td>
</tr>
<tr>
<td>Ethics Group Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Exams (2 at 20 points each)</td>
<td>40</td>
</tr>
</tbody>
</table>
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

Make-up Exams: Students are expected to complete all assignments in a timely manner.

There are no make up exams unless the student has received prior approval from the instructor.

Late assignment Policy: Late assignments are not accepted after 5 days from the first day it was due. All late assignments will be given a 10 point grade deduction. Writing assignments will not be accepted after 5 days.

A grade of “incomplete” for the course will not be awarded without prior consultation with the instructor. The student is responsible for initiating this conversation with the instructor. Incomplete will be given only for such reasons as medical emergencies, serious emotional distress, etc. The instructor reserves the right to make the final decision regarding incomplete.

I. Course Schedule

Each week begins on a Tuesday & ends on Monday. All assignments are due at the end of each week Mondays 11:59. Expect an occasional due date change for holidays or special concerns. See Online Assignment for exact dates.

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topics Covered</th>
<th>Readings: C=Cournoyer H-Hepworth, et. al</th>
<th>Assignment(s) due on Mondays, typically. See online for exact dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21-8/26</td>
<td>Introduction: Syllabus and Course Overview</td>
<td>Review Syllabus and Blackboard Materials</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/27-9/2</td>
<td>Introduction and the Challenges of Social Work</td>
<td>C: Chapter 1 H: Chapter 1</td>
<td>Video DB</td>
</tr>
<tr>
<td>3</td>
<td>9/3-9/9</td>
<td>Introduction to Professionalism Direct Practice: Domain, Philosophy, Roles</td>
<td>C: Chapter 2 H: Chapter 2</td>
<td>Written DB</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Activity</td>
<td>Notes</td>
<td>Details</td>
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<tr>
<td>6</td>
<td>9/24-9/30</td>
<td>Social Work Values Ethical Decision Making Ethics Presentation Preparation</td>
<td>C: Ch. 5 Social Work Code of Ethics (Blackboard)</td>
<td>Written DB</td>
</tr>
<tr>
<td>7</td>
<td>10/1-10/7</td>
<td>Exam I</td>
<td></td>
<td>Exam I</td>
</tr>
<tr>
<td>8</td>
<td>10/8-10/14</td>
<td>Ethics Presentation Preparation</td>
<td>Group is working on Ethics Presentation</td>
<td></td>
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<tr>
<td>9</td>
<td>10/15-10/21</td>
<td><strong>Ethics Presentation</strong></td>
<td>Group arrives at a consensus</td>
<td>Ethical Dilemma Presentation Assignment Due 10/21/19</td>
</tr>
<tr>
<td>10</td>
<td>10/22-10/28</td>
<td>Talking and Listening--The Basic Interpersonal Skills Building Blocks of Communication: Conveying Empathy and Authenticity</td>
<td>C: Chapter 6 H: Chapter 5</td>
<td>Video DB Skills Topic Due</td>
</tr>
<tr>
<td>11</td>
<td>10/29-11/4</td>
<td>Preparing, Beginning, Verbal Following, Exploring, and Focusing Skills.</td>
<td>C: Chapter 7 &amp; 8</td>
<td>Written DB</td>
</tr>
<tr>
<td>12</td>
<td>11/5-11/11</td>
<td>Exploring</td>
<td>C: Chapter 9 H: Chapter 6</td>
<td>Written DB</td>
</tr>
<tr>
<td>13</td>
<td>11/19-11/25</td>
<td>Eliminating Counterproductive Communication Patterns Case Notes and Skill Presentation</td>
<td>H: Chapter 7 Case Notes SOAP Notes; BIRP Notes</td>
<td>Skills Presentation and Documentation Due</td>
</tr>
<tr>
<td>14</td>
<td>11/26-12/2</td>
<td>Exam II</td>
<td></td>
<td>Exam II due 12/2</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Self-Care</td>
<td></td>
<td>Written DB</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Course Wrap up</td>
<td></td>
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</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 Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

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://library.uta.edu/subject-librarians
Course Reserves............................. http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials .......................... http://library.uta.edu/how-to
Connecting from Off-Campus.............. http://libguides.uta.edu/offcampus
Ask a Librarian............................ http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/ao/faq/).
O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

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

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

P. Non-Discrimination Policy

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

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

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

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

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

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

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.