A. Description of Course Content
Examines contemporary social-psychological concepts and small group research, with a view to testing their applicability to practice propositions and operational principles, in work with both task and personality satisfaction groups. This course also emphasizes interventions from a Recovery perspective of the ten core principles as presented in the National Consensus Statement on Mental Health Recovery (see Appendix A, below). Corequisite: SOCW 6325.

B. Student Learning Outcomes
EPAS core competencies and related advanced practice behaviors addressed in this course:

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

1. Advanced social workers in DPMH practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness.
2. Advanced social workers in DPMH develop an action plan for continued growth including use of continuing education, supervision, and consultation. Recovery-oriented social workers understand the ten principles (see Appendix A) as applied to working with groups, either in a treatment or task-oriented context.

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

1. Advanced social workers in DPMH implement an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment. Recovery-oriented social workers have an ethical responsibility to promote self-direction (principle 1) and empowerment (principle 2) of client systems and groups, allowing group process to develop based upon clients strengths (principle 6).
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Advanced social workers in DPMH evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients. This means the group worker deal with the group and those who make up the group from an individualized and person-centered perspective (principle 2).

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in DPMH 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 issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups (principles 4 and 8).

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

1. Advanced social workers in DPMH 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 issues, and persons with psychiatric disabilities, and their families and communities.

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

Educational Policy 2.1.10(a)—Engagement

1. Advanced social workers in CAP utilize basic social work skills in working with organizations and communities that foster collaborations (peer support, principle 7; responsibility, principle 9).
2. Advanced social workers in DPMHSA use strategies to establish a sense of safety for a collaborative therapeutic relationship (respect, principle 8; hope, principle 10).
3. They know how mental health concerns and mental illness influence the development of the helping relationship (respect, principle 8; hope, principle 10).
4. Advanced social workers in Children and Families effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship (strengths-based, principle 6; peer support, principle 7; respect, principle 8; hope, principle 10).

Educational Policy 2.1.10(b)—Assessment

1. Advanced in CAP use existing or develop community assessments in choosing or developing appropriate intervention strategies.
2. Advanced social workers in DPMHSA will be able to describe the structure of the DSM 5 and conduct an assessment using the DSM criteria and structure.
4. They assess clients' readiness for change and coping strategies (self-direction, principle 1; individualized and person-centered, principle 2; strengths-based, principle 6; responsibility, principle 9).

Educational Policy 2.1.10(c)—Intervention

1. Advanced social workers in CAP implement community intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate for clients (self-direction, principle 1; empowerment, principle 3; strengths-based, principle 6; respect, principle 8; responsibility, principle 9).
2. Advanced social workers in DPMHSA describe causes (empirically validated and theoretical), 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 (individualized
Advanced social workers in DPMHSA recognize the impact of illness phase-specific and treatment-phase-specific transitions and stressful life events throughout the individual's and family's life course; identify issues related to losses, stressors, changes, and transitions over their life cycle in designing theoretically based interventions and treatment (holistic, principle 4).

Advanced social workers in Children and Families describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect children and families.

Advanced social workers in Children and Families recognize the impact of stressful life events (losses, stressors, changes, and transitions) throughout the individual's and family's life course (holistic, principle 4).

Advanced social workers in Children and Families demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed (individualized and person-centered, principle 2).

Educational Policy 2.1.10(d)—Evaluation

1. Social workers critically analyze, monitor, and evaluate interventions.
2. Advanced social workers in CAP evaluate programs and use professional judgment to improve and enhance program outcomes.
3. 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.
4. Advanced social workers in DPMHSA contribute to the theoretical knowledge base in the area of mental health and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

Upon completion of this course, the participant will be able to:

1. Demonstrate knowledge and skill in recovery-oriented social group work practice, including the ability to identify, evaluate and apply small group theory and research findings to the analysis of groups. Selected theoretical and empirical orientations can be related to ways in which (1) individuals affect group process, (2) group affects individual behaviors, (3) group influences group processes, and (4) the interactional effect of group and individual exchanges on the group process, and on individual change. EPAS 2.1.6, 2.1.10
2. Complete multidimensional, recovery-oriented biopsychosocial assessments with client systems and groups, taking into account client strengths, diversity and social justice (holistic, principle 4; strengths-based, principle 6; respect, principle 8). EPAS 2.1.10 a-b
3. Develop and apply appropriate, evidence-informed, empowerment-based recovery-oriented intervention plans (empowerment, principle 3). EPAS 2.1.10 c-d
4. Critically analyze theoretical models of practice to challenge societal oppression and discrimination, as well as for decision-making in practice, including demonstration of an understanding of race, gender, sexual orientation, ability, culture, and other client characteristics, in conducting recovery-oriented culturally sensitive, competent, and ethical social work practice (individualized and person-centered, principle 2; holistic, principle 4; respect, principle 8). EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4
5. Demonstrate the ability to evaluate practice activities by use of recovery-oriented outcome and process techniques, using the results to modify practice. EPAS 2.1.10 e
6. Develop the ability to translate theoretical and empirical knowledge into recovery-oriented practice principles and techniques for understanding, analyzing and implementing systematic planned change in groups, and through groups. EPAS 2.1.10
7. Acquire through simulations and role-playing, a beginning competence in group leadership skills, and experience how role in groups affects individual status, learning to use feedback in group communication and communicate with clarity in receiving and giving feedback. EPAS 2.1.10
C. Required Textbooks and Other Course Materials

*Clinical Evidence* and *Best Practice* e-databases: The developing evidentiary base on group interventions contained in the Central Library e-databases *Clinical Evidence* and *Best Practice* will serve as another set of required “texts” in this course.

Online and instructional handout materials and readings as assigned (See Blackboard).

D. Additional Recommended Textbooks and Other Course Materials
N/A

E. Descriptions of Major Assignments and Examinations
The assignment requirements for this course are as follows:

1) Blackboard Activities (30%)
   Students will be divided into smaller groups. Students will interact within those groups for the term. Blackboard activities will consist of group discussion boards and other activities. The group should post all interaction with BB and refrain from using other mediums, i.e. Groupme, so the instructor can observe content.

2) Task Group Observation Paper (30%)
   Each student will observe a treatment within a social service agency and write a reflection paper about the experience.

3) Final Paper (40%)
   Each student will submit a final paper focusing on a treatment group. Students will have three options to choose from.

F. Grading
General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 2 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 2 week period. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of university students and severely limits the professor's ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email professor about your grades from an email account other than MavMail.

Calculating your grade after ALL assignments have been graded:
Find the “Total” (max points=100) column in Blackboard Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>below 59</td>
<td>F</td>
</tr>
</tbody>
</table>
Suggestions for earning a good grade:
The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

• First, read and view the assigned material
• Second, ask your question regarding the course materials through an email to the professor or the Ask the Instructor Link on Blackboard.
• Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., "I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.," earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., "When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.."

The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be used to assess your major assignments on Blackboard. This will help guide your work and understand your professor's expectations. It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA's English Writing Center.

Each week, you should:
1. Check Blackboard at least twice a week to read the announcements, complete/submit assignments, monitor your threads and download course materials posted by the instructor.
2. Complete your readings; supplemental readings are noted in the course outline in this document and are available in the appropriate folder in the “IPV Readings” area on Blackboard.
3. Complete the assignments for each week. These are designated in the course outline in this document. Assignments will be submitted via Blackboard by 11:59 PM on the due date. Assignment links will be available in the "Assignments" tab in the main menu on Blackboard. NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL.
4. Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor (harperkiva@uta.edu) or the post on the "Ask the Instructor" tab on Blackboard.

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

An Incomplete ("I") grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student's work in the course is passing quality. A request, for an "I", must be discussed with the instructor prior to the final week of classes.

Class participation includes: regularly accessing the course in Blackboard, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, posting contents that are not supported by readings, not logging in at least twice weekly to Blackboard and not using critical thinking skills. In borderline grade situations, Blackboard access will count at the professor's discretion.
G. Make-Up Exams
Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. Points may be deducted.
YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT without prior approval.

Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

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,

It is expected that you attend/engage in each class as scheduled. Missed classes/BB activities will adversely affect your grade.

Additional requirements:

1. A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

2. Meaningful class participation is one of the requirements of the university. In this online course participation includes: regularly accessing the course in Blackboard, meaningful contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.
# I. Course Schedule

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/17</td>
<td>Introduction and course overview; discussion of syllabus; and review of major assignments</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/23</td>
<td>Intro, History and Theory</td>
<td>Toseland and Rivas, Ch. 1, 2</td>
</tr>
<tr>
<td>3</td>
<td>01/30</td>
<td>Group Dynamics</td>
<td>Toseland and Rivas, Ch. 3</td>
</tr>
<tr>
<td>4</td>
<td>02/06</td>
<td>Leadership</td>
<td>Toseland and Rivas, Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>02/13</td>
<td>Diversity</td>
<td>Toseland and Rivas, Ch. 5</td>
</tr>
<tr>
<td>6</td>
<td>02/20</td>
<td>Planning</td>
<td>Toseland and Rivas, Ch. 6</td>
</tr>
<tr>
<td>7</td>
<td>02/27</td>
<td>Beginning Stage</td>
<td>Toseland and Rivas, Ch. 7</td>
</tr>
<tr>
<td>8</td>
<td>03/06</td>
<td>Assessment</td>
<td>Toseland and Rivas, Ch. 8</td>
</tr>
<tr>
<td>9 and 10</td>
<td>03/20 &amp; 03/27</td>
<td>Treatment Groups</td>
<td>Toseland and Rivas, Ch. 9 and 10</td>
</tr>
<tr>
<td>11 and 12</td>
<td>04/03 &amp; 04/10</td>
<td>Task Groups</td>
<td>Toseland and Rivas, Ch. 11 and 12</td>
</tr>
<tr>
<td>13</td>
<td>04/17</td>
<td>Termination</td>
<td>Toseland and Rivas, Ch. 13</td>
</tr>
<tr>
<td>14</td>
<td>04/24</td>
<td>Evaluation</td>
<td>Toseland and Rivas, Ch. 14</td>
</tr>
<tr>
<td>15</td>
<td>05/01</td>
<td>Self-Care</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. 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.utata.edu/ao/fao/).

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

**The Office for Students with Disabilities, (OSD)** www.utata.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.utata.edu/disability.

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

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

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

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

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

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*
UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

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 change 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.