

UNIVERSITY OF NORTH TEXAS AT DALLAS
SCHOOL OF HUMAN SERVICES
DEPARTMENT OF HUMAN SERVICES MANAGEMENT AND LEADERSHIP
HSML 4150: GROUPWORK IN THE HUMAN SERVICES SECTOR
(3 credit hours)
Fall 2016
Syllabus

Instructor Name:	Dr. Shelia Lumar, LPC-S, LCDC, NCC, MAC, CFLE	
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Office Hours:	Monday's 2:00-6:00pm, Wednesday's 2:00-4:00pm	
Classroom Location:	DAL 1, Room 236	
Class Meeting Days & Times:	Wednesday's 5:30-8:20pm Class meets 8/24, 9/14, 10/05, 10/26, 11/16, and 11/30	
Course Catalog Description:	This course promotes the understanding of principles and practice for the most common form of addictions treatment offered today. It explores methods of dealing with substance abuse issues in a group and offers opportunities to apply skills in the class setting. This course is designed to explore the concepts of group dynamics, group culture, the change process and stages of development. Students will be given the opportunity to practice leadership skills needed to facilitate effective group work in various settings. This course is a combination of didactic and experiential elements. There will be a focus on the stages in the evolution of groups.	
Prerequisites:		
Co-requisites:	NONE	
Required Text:	Corey, M. S., & Corey, G. (2010). <i>Groups: Process and Practice</i> (9 th ed.). Boston: Thomson Brooks/Cole. ISBN-13: 978-1-133-94546-8	
Recommended Text and References:	1) Corey, M.S., Corey, G., Haynes, R. <i>Groups in Action, Evolution and Challenges</i> (2 nd ed.). Belmont, CA: Brooks/Cole. (Workbook and DVD) ISBN:978-1-285-09506-6; eBook ISBN: 978-1-285-09512-7 Other readings may also be assigned or distributed. Additional readings may be available on Blackboard	
Note: E-books can be rented and/or purchased at: http://www.cengagebrain.com/shop/isbn/9781133945468		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm	

	UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
Course Goals or Overview:	
	In keeping with the Core Values and Educational Themes of UNT Dallas, you will demonstrate Core Competencies during the course of the semester that meet the following learning goals: <ul style="list-style-type: none"> • Critical thinking and problem-solving skills • Open-mindedness (ability and willingness to embrace a global and diverse mindset) • Computer literacy • Ability to frame issues from multiple perspectives • Sound written and verbal communication skills • Ethical behavior
Learning Objectives/Outcomes: At the end of this course, the student will demonstrate an ability to:	
1	Utilize effective verbal and nonverbal skills; active listening skills; proper group documentation skills; and cross cultural communication skills
2	Develop positive relationships and resolve conflicts during in-class lab sessions
3	Identify the different stages of group development and explain the characteristics of each of the respective stages
4	Examine the pros and cons of the co-leadership model in group work
5	Explain the different procedures for forming a group
6	Identify the professional codes of ethics applicable to group work
7	Identify the various types of groups and the purposes and functions of each type of group
8	Explore the impact of social, cultural and economic forces on the group process and demonstrate ability to manage diversity and cultural competence as part of their group presentation assignment and submission of a written paper.

HMSL Competencies Addressed in This Course

Council on Standards for Human Services Education:

- **12d** - An introduction to the organizational structures of communities.
- **13e** - Political and ideological aspects of human services.
- **15a** - Knowledge and skills to analyze and assess the needs of clients or client groups.
- **15c** - Skills to evaluate the outcomes of the plan and the impact on the client or client group.
- **17b** - Dealing effectively with conflict.
- **18a** - Managing organizations through leadership and strategic planning.
- **18c** - Planning and evaluating programs, services, and operational functions.
- **19g** - Appropriate professional boundaries.

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation of the technological aspects of the course. Hardware and software necessary to use Blackboard Learn:

PC: Windows 98 (2nd Edition), 2000, XP, Vista,
Windows 7 Mac: OS 9, OSX
Internet Access with [compatible web browser](#) (Select link for Vista 8.0
SP4) Java: Version 1.6.0 Update 24: Click [HERE](#) and choose
“Download Java”

Other Minimum Technology Needed

Word Processor

Browser and computer settings check: <https://ecampusupport.unt.edu/browser>

Computer and Internet Literacy: Visit

http://www.clt.odu.edu/oso/index.php?src=pe_comp_lit Plug-ins necessary to

access course materials and resources: <https://ecampusupport.unt.edu/plugin>

Occasionally, you may need to use a scanner to submit documents. These may be available in UNTDallas computer labs on campus.

Minimum Skills Needed:

Using the learning management system

Using email with attachments

Creating and submitting files in commonly used word processing program formats

Copying and pasting

Downloading and installing software

Criteria for Grading include:

1. Demonstration of ability to integrate outside Reading and classroom material into papers/projects
2. Succinct, clear and logical formulations of arguments.
3. Demonstration of independent and critical thinking skills in class participation, written assignments and projects.

Students will be required to successfully complete all of the following

assignments described below. There are six distinct types of assignments in this course for undergraduates. All writing must utilize the American Psychological Association (APA) Style Guidelines. A good resource on APA guidelines is found here: <http://owl.english.purdue.edu/owl/resource/560/01/>.

- **Online Discussions** of assigned chapters/readings
- **Movie, Video, and Article** reviews and discussions
- **Exams** – *written tests designed to measure knowledge of presented course material*
- **Assignments** – *written assignments designed to supplement and reinforce course material*
- **Projects** – *web development assignments designed to measure ability to apply presented course material*
- **Class Participation** – *participation in online class discussions*

Grading Matrix

Instrument	Total Points
Attendance	120
Self-Introduction	30
Discussion Board (6 @ 25pts)	125
AR's (4 @ 25pts)	100
Final Exam	100
Written Assignments (3 @ 20)	60
Individual online Presentation	50
Group Leader Activity	50
Field Activity	60
In-class Activities	60
Reflection papers (8@ 10 pts)	80
Reflection Summaries 6 @ 10	60
Total	895

Grade Determination: The following grading scale will be used to determine your overall final grade for the course.

805—895=A

716—804=B

626—715=C

537—625=D

0-----536= F

Instructor Expectations and Classroom Guidelines

Assignment Submission Instructions and Requirements: You are expected to actively participate in the teaching-learning process. This course will utilize the various instruments to determine student grades and proficiency of the learning outcomes for the course. Multi-methods may be used including lecture, activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers and a general exchange of ideas.

General Assignment Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (6th ed.)*.
2. Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one inch margins.
3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.

6. A full page equals 22-23 lines of content.
7. *Caveat for all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.
 - a. DO NOT USE CONTRACTIONS in academic writing. This course's writing is academic and scholarly.
 - b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second, or first person voice) throughout papers.
 - c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.
 - d. *Do not cite* Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (*need I go on?*). *It is not good academic form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.*

No assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due at different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. **All assignments schedule for this course are due on Sunday's by 11:59pm (unless otherwise noted). LATE ASSIGNMENTS NOT ACCEPTED!**

Use of Blackboard Learn/Blackboard: It is a good practice to log onto the course several times per week to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell four (4) to five (5) time per week, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smart phones and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Blackboard Learn using mobile devices such as smartphones and tablets; some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are

expected to submit assignments by the due date and according to the established guidelines per assignment.

Turnitin: Turnitin software will be used to ensure originality of your work. As you draw on research information publicized as journal articles, books, websites, etc. Be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparingly. Your work should reflect a scholarly dance between your voice and the voice of other authors for which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual that clearly define and explains what plagiarism is and how to avoid committing

Required Filename Format for Word Attachments Submitted Online:

For this course, all written assignments created as Microsoft documents and submitted to Blackboard Learn must be saved utilizing the following filename format:

Example: YourLastNameFirstInitial_Name of Assignment
LumarS_Week 1 Assignment (your filename attachment should look like this example. Do not use my name as the filename, use your name)

To save your work according to the correct filename format follow the instructions below.

- open a word document
- click on save as
- title/save the document according to the require filename format.
(*Example: LumarS_Leadership Analysis paper*)
- click the save as button.

Failure to save and submit your document according to the guidelines will result in an automatic 3 points deduction from the total points earned. No assignments will be accepted via email unless otherwise noted. On occasion, Blackboard Learn (and some email programs) have problems with file attachments that include symbols in the filename. Avoid use of periods, hyphens, ampersand &, slash marks / \, pound sign #, at sign @, etc.

Communications with Professor. When communicating with professor using email, please send emails through the Blackboard Learn system instead of sending emails to the professor's UNTDallas email address. You can expect your emails to be answered within 3 business days (M-F) after receipt of your email. Emails sent after 12 noon on Friday's will not receive a response until the following Monday. If the following Monday is a holiday, then your email receives a response on the following Tuesday, or thereafter. Please note that emails will NOT be responded to on the weekends or on holidays. Students will use Blackboard Learn to send emails to me or other students in this course.

Be sure to format your email communications using the following guidelines below:

1. In the subject line of the email state the course you are registered and the purpose for the email. (Example: HSML 4400 Question about an assignment)
2. Address the email by stating the professor's name you are sending the email to.

Example: Dr. Lumar or Professor Lumar. Do not state Mrs. or Ms. Lumar because these suffixes are not the professor's professional title

3. In the body of the email state your question. Be clear and specific
 4. Make sure emails are free of spelling, grammatical and capitalization errors
- close the email by including your first and last name and student ID #

Emails not correctly formatted will not receive a response from the professor.

When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments.

Notifications: Any changes to the course schedule will be posted on Blackboard Learn Announcements. Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the Grade Center.

How Students Should Proceed Each Week for Class Activities: The course modules remain open Monday's 8:00am and close Sunday's at 11pm. Essentially, you will have one week to complete assignments for each module. Each week you must access Blackboard Learn and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of required assignments. Assignments are due by Sunday evening at 11pm except the final week's assignments.

Overall Course Participation: Students will often be required to communicate regarding course concepts through discussion boards, face to face and online class discussions and assignments. Remember to use proper etiquette and protocol for participating in in-class and online activities: be respectful, courteous, and professional at all times!

1). Class Participation (6 @20pts each=120pts):

This class is structured in a hybrid format. You are required to attend six (6) on-campus class meetings, while the rest of the class will be facilitated online. Your contribution to the class is essential. Each week you must either access Blackboard Learn and the course materials regularly and/or attend an on-campus class meeting as scheduled and posted in the course syllabus. It is very important for you to make every effort to attend all class meetings. During class, you can plan on participating in topical discussions related to the course content and completing class activities; to include unannounced pop quizzes. Carefully review assignments located in the "Assignment Folder" within each module for a

description of the assignment due each week. These assignments are generally due weekly and must be submitted on time to potentially receive full credit.

2). Self-Introduction Discussion board (20pts)

Use the discussion board labeled “Self-Introductions” to introduce yourself to your classmates. Begin a new thread and title your subject line with your Last Name, First Name.

Part I (10 points): Instructions: Select one adjective that begins with the letter of your first name that describes you. Introduce yourself to us by using the adjective you selected above along with your full name. Tell us about:

- The major and degree you are working on
- State the what you hope to learn from the course
- Tell us what you plan to do after you finish at UNT Dallas.
- Share with us the city, and state where you currently live.
- What do you do when you are not online learning (work, hobbies, etc.)?
- Is there anything else you would like to share with us to help us get to know you (this could include family information, vacation/holiday plans, pets, specific research interests, etc.).

Part II (10 Points): Welcome Classmates: Due: See Timeline for Due Date

Welcome at least 5 of your classmates to this class by replying to their self-introduction posts. Part I and II are due by 11:59pm on the due date

3). Written Assignment—Questionnaires: Students will complete 3 questionnaires to examine your personal attributes related to group members and group leadership. Complete the following questionnaires by the due date

- a) Multicultural Awareness Knowledge and Skills Survey (MAKSS) (20pts).** Go to page 22 of the Corey & Corey text and complete the MAKSS survey. Read each question carefully and honestly and answer the question to be best of your ability. Once you have completed the survey you are to prepare a two-page report stating the areas needing improvement relating to your cultural awareness. Bring the report to class to discuss your results within small groups.
- b) Attitude Questionnaire on Group Leaders (20pts):** Go to pages 62-63 of the Cory & Corry text to complete the questionnaire. Be sure to answer each question. Once you have completed the questionnaire, develop a one-page summary discussing what you learned about yourself based on the results of the questionnaire. Use relevant APA
- c) Self-Assessment Scale for Group Members (20pts):** Go to page 222-223 of the Corey & Corey text to complete the Self-Assessment Scale for Group Members. Develop a one-page summary discussing how you rated yourself as a group member. Use relevant APA

4). In-class Assignments (6 @ 20pts each=120pts):

Several in-class assignments are scheduled for the course. In class assignments includes, but not limit to: pop quizzes, writing assignments, and small group exercises. In-class assignments cannot be made up if missed at the discretion of the professor. It is very

important you make every effort to attend on campus class meetings.

5). Field Activity-Observation of Community-based Groups (60pts). Each student will attend three different community-based groups to evaluate. You will evaluate the group leader's skills by completing a group leader's evaluation form. Group to consider may include, but not limited to self-help groups, substance use groups, educational groups, faith-based groups, and groups for parents, groups for children, leadership groups informational groups, etc. **Attending different groups sponsored by the same organization is unacceptable.** You will upload three group leader evaluation forms to blackboard. The purpose for this assignment is to expose you to various types of group facilitated by different types of group leaders. More information about this assignment will be discussed in class.

6). Journal Article Reviews (4 @ 25pts each=100pts) Reviewing scholarly articles pertaining to groupwork is a great way to increase your knowledge of the many variations groups can have an impact individual, families, community. For this assignment, students will perform research activities covering various topics related to group and groupwork. You will select a total of four (4) research articles of your choice discussing a topic listed below within the area of group process and techniques you find most interesting. The selected articles dates must be from 2011-2016. The articles selected must also be research studies conducted over factors associated with chemical addictions. Your articles should include the following information: 1) Reference source, 2) purpose for conducting the research, 3) research question(s), 4) a description of the subjects, 5) sampling procedures (discuss how the researcher recruited individuals to participate in the study), 6) data collection strategies (describe how the researcher collected the data), 7) data analysis (discuss how the researcher analyzed the data), 8) discuss the findings that emerged from the research, and 9) provide your personal critique of the research study. Students will complete an article review of each article using the Article Review guide posted in Blackboard Learn. The AR guide will be discussed in detail during a class meeting. **Develop your article review document exactly as presented in the article review guide. Also include the article used to conduct the review with your article submission. AR's will be submitted to Blackboard on the due date.**

Article Review #1—Topic: Adult learning theory or types or groups or group leaders' role(s) or coleadership models See course schedule for due date

Article Review #2 —Confidentiality in groups or ethical issues in groups or stages of groups. See course schedule for due date

Article Review #3 —Topic: pre-group meetings or effectiveness of groups or group conflict or therapeutic factors related to groupwork or group theory. See course schedule for due date

Article Review #4 —Topic: groups for children, groups for adolescents or group for adults or groups for older persons. See course scheduled for the due date.

8). Online Individual Groupwork Presentations (50pts): Each student will develop a 10-15-minute online presentation discussing a topic related to group work. A list of group topics will be provided during class. You will post your presentation to the

Discussion board labeled “Online Individual Presentations” by the due date. **Each student is required to review four presentations and respond to at least four of your classmate’s videos.** The presentations must cover the following information:

1. Describe type of group selected to explored
2. Discuss the purpose for the group
3. Discuss how your group is commonly structured (example open, closed)
4. Describe how the group is commonly offered to community members
5. State expenses involved with facilitating the group. (consider the materials needed to facilitate the group, are refreshments commonly provided, etc.)
6. State the goals for the group
7. Discuss Group Techniques
8. Describe Group Facilitator’s role
9. Describe how the group will promote the academic, career, and/or personal/social development for the group members
10. Discuss the advantages and the disadvantages for the group.

7). Discussion boards (6 @ 20 pts each=120pts)

Students are required to complete six (6) Discussion throughout the course. Each DB is worth 25 points. You will respond to each of the DB issues/question with no less than 300 words. In your response to the discussion question, you are required to include at least one, APA formatted reference source to support your responses. Then, you must respond to two (2) classmates. Each response post to your classmates must be no less than 50 words. You are not required to include an APA reference source when responding to classmates’ posts. Do not post attachments to the discussion boards

Discussion Boards will be graded using the following rubric:

- ✓ **10 points** = Original post (Must be at least 300 words, using critical thinking skills and a correctly format reference according to APA guidelines. Posts that include incorrectly formatted APA reference source will have point deducted.
- ✓ **5 points** = Responses to two classmates. (Each response to a classmate must be at least 50 words, using critical thinking skills).
- ✓ **5pts**=original post contain a APA correctly formatted reference source(s)

8). Group Participation Reflection Summaries (6@ 10pts each)

Reflection summaries are designed to capture the students’ thoughts in response to group participation. Reflection papers must be at least one (1) pages in length, double spaced, use 12inch font size and Times New Roman and Arial font style. Include a standard cover page with the assignment. Review the course timeline for assignment due dates.

9). Reflection Papers (8 @10pts each) are designed to capture the student’s thoughts in response to interacting with the content. Reflection papers must be at least one (1) pages in length, double spaced, use 12inch font size and Times New Roman and Arial font style. Include a standard cover page with the assignment. Review the course timeline for assignment due dates.

10. Group Leader Presentations (50pts). Each student will facilitate group based on assigned topics. The group will be facilitated in during an on-campus class meeting. Each group session must be scheduled for 20 minutes. The group leader and group members must complete an evaluation form discussing your experiences as leader a group or participating in the group as group member.

11. Final exam (100pts): The final exam consists of a comprehensive examination of the course content. The final exam is designed to measure knowledge of presented course material will be multi-measure and will consist of true/false, matching, multiple choice, short answer, and essay questions. Students are expected to take the exam at the scheduled date and time.

Overall Course Participation

Students’ professionalism in class attendance and in students’ Service Learning (a nonprofit agency) is a must! You will receive a grade based on your class participation and service learning participation, so be prepared and ready to discuss for each class meeting. Points will be deducted for negative participation or reporting. **Optional:** In-class assignments may be given. These cannot be made up during a later class meeting.

Course Outline/Timeline of Scheduled Assignments

The below schedule is tentative and may be adjusted/changed accordingly by the instructor to meet student and class needs/requirements. Should any substantive changes be made, students will be notified both orally in class and in writing via a syllabus addendum.

Weekly Modules Dates	Activities
<p>Week #1</p> <p>Aug. 22th—28th</p> <p>F2F Class Meeting</p>	<p>Review syllabus & course documents, assign presentation topics and presentation dates</p>
<p>Week #2</p> <p>Aug. 29th—Sept. 4th</p>	<p>Read Chapter 1: Introduction to Group Work Self-introductions due Db#1 Due Multicultural Awareness Knowledge and Skills Survey due</p> <p>All week 2 assignments due Sunday, Sept. 4th by 11:59 pm</p>
<p>Week #3</p> <p>Sept. 5th –11th</p> <p><i>Happy Labor Day</i></p>	<p>Read Chapter 2: The Group Counselor Reflection Paper #1 Due</p> <p>All Week #3 assignment due: Sunday, Sept. 5th by 11:59pm</p>

<p>Week #4</p> <p>Sept. 12th—18th F2F Class Meeting</p>	<p>Read Chapter 3: Ethical and Legal Issues in Group Counseling In-class assignment #1 due AR #1 due All week #4 assignments due: Sunday Sept. 18th by 11:59pm</p>
<p>Week #5</p> <p>Sept. 19th —25th</p>	<p>Read Chapter4: Forming Groups Reflection Paper #2 due Db #2 All week #5 assignment due by Sunday, Sept. 25th by 11:59pm</p>
<p>Week #6</p> <p>Sept. 26th—Oct. 2nd</p>	<p>Read Chapter 5: Initial Stage of a Group In-class assignment #2 due AR #2 due All week # 6 assignment due Sunday, Oct. 2nd by 11:59pm</p>
<p>Week #7</p> <p>Oct. 3rd – 9th F2F Class Meeting</p>	<p>Read Chapter 6: Transition Stage of a Group Individual Online Presentation due In-class assignment #2 due Reflection Paper #3 All Week #7 assignments due Sunday, Oct. 9th by 11:59pm</p>
<p>Week #8</p> <p>Oct. 10th—16th</p>	<p>Read chapter 7: Working Stage of a Group Db #3 due Attitude Questionnaire on Group Leadership due All week #8 assignment due Sunday, Oct. 16th by 11:59pm</p>
<p>Week #9</p> <p>Oct. 17th—23rd</p>	<p>Read Chapter 8: Final Stage of a Group AR #3 due Reflection paper #4 due All week #9 assignments due Sunday, Oct 23rd by 11:59pm</p>
<p>Week #10</p> <p>Oct. 24th—Oct. 30th F2F Class Meeting</p>	<p>Read Chapter 9: Groups for Children In-class activity #3 due during class Db # 4 due Group Leader Facilitation Practice #1, 2, 3 & 4 All week # 10 assignments due Sunday, Oct. 30th by 11:59pm</p>
<p>Week #11</p> <p>Oct. 31st —Nov. 6th</p>	<p>Read Chapter 10: Groups for Adolescents Reflection paper #5 due Reflection Summaries 1-4 due All week #11 assignments due Sunday, Nov. 6th by 11:59 pm Sacramento</p>

<p>Week #12</p> <p>Nov. 7th—13th</p>	<p>Read Chapter 11: Groups for Adults Db #5 due Field observations assignment due All week # 12 assignment due Sunday, Nov. 13th by 11:59pm</p>
<p>Week #13</p> <p>Nov. 14th—20th F2F Class Meeting</p>	<p>Read Chapter 12: Groups for Older Persons In-class assignment #4 due AR #4 due Self-Assessment Scale Assignment Due Group Leader Facilitation practice due 5-9 Reflection Paper # 6 due All week #13 assignments due Sunday, Nov. 20th by 11:59pm</p>
<p>Week #14</p> <p>Nov. 21st —27th Happy Thanksgiving!</p>	<p>Reflection Summaries 1-4 Due Reflection paper #7 Due All week # 14 assignments due Sunday, Nov. 27th by 11:59 pm</p>
<p>Week #15</p> <p>Nov. 28th—Dec. 4th F2F class meeting</p>	<p>Db # 6 Due AR #4 Due Reflection Paper #8 Due All week #15 assignments due Sunday, Dec. 4th by 11:59pm</p>
<p>Week 16</p> <p>Dec. 5—11th</p>	<p>Final Exam due TBA</p>

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Any student requesting academic accommodations based on a disability is required to register with Disability Services each semester. A letter of verification for approved accommodations can be obtained from this office. Please be sure the letter is delivered to me as early in the semester as possible. Disability Services is located in the Student Life Office in DAL2, Suite 200 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number is (972) 338-1775.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. **The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. There will be in-class exercises that will count towards your Class Participation scores.** Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Leaving Class Prior to Dismissal: Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction. **Leaving class prior to dismissal will impact your grade for class participation and attendance.**

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Blackboard LEARN

This course requires use of "Blackboard" for designated interactive processes. You are required to check announcements using "Blackboard" along with email correspondence, discussion board assignments, group assignments, written assignments, etc. Written assignments are to be submitted through Blackboard. There will be three (3) on-line classes during the course of the semester. Specific assignments will be announced in class and will also be posted on "Blackboard".

Grade of Incomplete, “I”

A Grade of Incomplete can only be given during the last ¼ of semester. The student must have a passing grade to that point; have a justifiable reason for the request; and must have the approval of the Department Chair and/or Dean. The instructor must specify the work to be completed and the date by which it will be completed.

Classroom Policies:

- a) Disruptive behavior (e.g., chronic tardiness, classroom outbursts, and/or side-bar conversations) will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.
- b) Use of **cell phones** and **paggers** in the classroom is **prohibited** and will result in students being asked to leave class. In such case, no credit will be given for in-class assignments submitted during that class period. (If it is essential that you have your phones and pagers turned on, you must set them on mute.)
- c) **NO CHILDREN** are allowed to come to class with you. The presence of children in the classroom could present a liability for the university. Their presence might also prohibit the depth of conversation that would otherwise take place in the classroom or might prohibit the use of audio visual materials that were scheduled for that class session.
- d) Electronic devices utilized in a learning context, such as laptops and language interpreters, may be permitted as approved by the instructor.
- e) Material shared in class is to be maintained in confidence among the members of the group (although this cannot be guaranteed). Because some members of the class may choose to share personal information regarding themselves, family, or friends, all students are asked to keep what is said in the classroom in strict confidence and respect the feelings and beliefs of other class members. **Our classroom, our laboratory, is a safe space for nonjudgmental learning.**