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 2025
(Hybrid)
Syllabus

Instructor Name:	Dr. Shelia Lumar, LPC-S, LCDC, NCC, MAC, CFLE
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On Campus Office Hours:	Tuesday's 1:00—4:00p Thursday 1:00—4:00p
Virtual Office Hours	Thursday's 9:00a—11:00a
Classroom Location:	**Classroom: DAL I 204**
Class Meeting Days & Times:	**Tuesday's 4:00p-6:50p pm** **Required F2F Class meetings: 8/26, 9/9, 9/28, 10/07, 10/21, 11/14, 11/18, & 12/2**

Course Catalog Description:	This course promotes the understanding of principles and practices for the most common form of addiction 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 the 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. & Corey, C. (2018). *Groups: Process and Practice* (10th ed.). Cengage Learning ISBN #978-1-305-86570-9
Recommended Text and References:	Other readings may also be assigned or distributed. Additional readings may be available on Canvas

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 semester that meet the following learning goals: • 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

TECHNICAL REQUIREMENTS / ASSISTANCE
The following information has been provided to assist you in the preparation of the technological aspects of the course. Hardware and software necessary to use Canvas:

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://ecampussupport.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://ecampussupport.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 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 the ability to apply presented course material*
- **Class Participation** –*participation in online class discussions*

Grading Matrix

Instrument	Total Points
Attendance	70
Self-Introduction	30
Discussion Board (**6** @ 25pts)	150
AR's (4 @ 25pts)	100
Final Exam	50
Written Assignments (3 @ 20)	60
Group Leader Activity	50
Reflection Activities	80
In-class Activities	70
Total	**660**

Grade Determination: The following grading scale will be used to determine you over, final grade for the course.

594—660=A
520—593=B
434—519=C
396—433=D
0-------395= 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 various instruments to determine student grades and proficiency in the learning outcomes for the course. Multi-methods may be used including lectures, 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 (7th 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 the assignment/project title, your name, the date, and the course.
4. Use headers, right justified, per APA. Put your last name and page number on the 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 reference page, per APA.
6. A full page equals 22-23 lines of content.
7. *The 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 the 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 drawn and the reflective thoughts are 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 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 **not to find** the evidence. One fundamental way to avoid problems with plagiarism is to submit assignments informally and early by a date upon that 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, a student who makes such efforts tends 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 an excellent 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 a pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due on different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. **All assignments scheduled for this course are due on Sundays by 11:59 pm (unless otherwise noted). LATE ASSIGNMENTS NOT ACCEPTED!**

Use of Canvas: 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) times per week, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smartphones and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas 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 being used to access the course, you are expected to submit assignments by the due date and according to the established guidelines for each assignment.

Turnitin: Turnitin software will be used to ensure the 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 voices of other authors, which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual, which clearly defines and explains what plagiarism is and how to avoid committing.

Use of Artificial Intelligence (AI) Tools: Artificial Intelligence (AI) tools, such as ChatGPT, Grammarly, and similar platforms, can be valuable resources for learning, brainstorming, and improving academic work. In this classroom, the ethical and

responsible use of AI is permitted with clear boundaries.

Ethical and Acceptable Use of AI:
- You may use AI tools to generate ideas, proofread, or improve the clarity of your writing.
- You may use AI to supplement your research or guide your structure, as long as the final product reflects your own thoughts, voice, and understanding.

Any use of AI must comply with school and academic honesty policies.

Unacceptable Use of AI:
- No more than 25% of any assignment may be generated or significantly enhanced using AI tools.
- Submitting work that is mostly or entirely AI-generated is prohibited and considered a violation of academic integrity.

Important: AI detection software will be used to verify the originality of the submitted work.

Consequences:
- Assignments found to exceed the 25% AI-generation threshold will receive a **zero (0)**.
- Repeated or intentional misuse may result in **further disciplinary action**.

Plagiarism rules still apply—copying from AI, another student, or any source without proper citation is a serious offense.

Required Filename Format for Word Attachments Submitted Online:
For this course, all written assignments created as Microsoft documents and submitted to Canvas 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 required 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-point deduction from the total points earned. No assignments will be accepted via email unless otherwise noted. On occasion, Canvas (and some email programs) have problems with file attachments that include symbols in the filename. Avoid the use of periods, hyphens, ampersands &, slash marks / \, pound sign #, at sign @, etc.

Communications with Professor. When communicating with the professor using email, please send emails through the Canvas 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 noon on Fridays will not receive a response until the following Monday. If the following Monday is a holiday, then your email will receive a response on the following Tuesday, or thereafter. Please note that emails will NOT be responded to on the weekends or holidays. Students will use Canvas to send emails to me or other students in this course.

Be sure to format your email communications using the following guidelines:
1. In the subject line of the email, state the course you are registered for and the purpose of the email. (Example: HSML 4400 Question about an assignment)

2. Address the email by stating the professor's name you are sending the email. *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 Canvas 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 Canvas course by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: I will do my best to have your assignments graded promptly, 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 at 8:00 am and close on Sundays at 11:59 pm. Essentially, you will have one week to complete assignments for each module. Each week, you must access Canvas and the materials in this course to be successful. Read the Learning Modules and assigned readings to contribute to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of the required assignments. Assignments are due by Sunday at 11:59 pm, except for 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 to be respectful, courteous, and professional always!

1). In-Class Participation and Attendance (8 @20pts):
This class is structured in a hybrid format. You are required to attend eight (8) 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 Canvas and the course materials regularly/or attend an on-campus class meeting as scheduled and posted in the course syllabus. You need 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, including 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). Video Self-Introduction Discussion board (20pts)
Use the discussion board labeled "Self-Introductions" to introduce yourself to your classmates using a video. 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 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. Parts I and II are due by 11:59 pm on the due date.

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

   A. **Self-Assessment: An Inventory of Your Views on the Process and Practice of Groups**

   The purpose of this inventory is to start thinking about a wide array of group techniques and related issues before you read about them in the text. This inventory introduces you to some basic issues of the group process and the practice of group work with an emphasis on how these issues become relevant at the various stages in a group's life.

This is not a traditional multiple-choice test in which your task is to select the best answer. Instead, the instrument challenges you to reflect on your thoughts and attitudes about how you might work with the concerns of clients. For each item, circle the letter of the response that reflects your viewpoint. In some cases, you might want to circle more than one response. In others, you might not like any of the four responses listed, in which case you can write in your response next to the letter "e" or use the blank line to qualify your response.

B. **Assessment of Group Leadership Skills (20 pts):** Go to pages 45-47 of the Corey & Corey & Corey text to complete the questionnaire. Read and follow the instructions as listed in the course text. 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. Relevant APA applies.

C. **Self-Assessment Scale for Group Members (20 pts):** Go to pages 269-270 of the Corey & 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 (7 @ 5 pts each=35pts):
Several in-class assignments are scheduled for the course. In class, assignments include but are not limited to pop quizzes, writing assignments, and small group exercises. In-class assignments cannot be made up if missed at the discretion of the professor. You must make every effort to attend on-campus class meetings.

5). Group Development & Practice PowerPoint Presentation: (60 pts). Each student will develop a group presentation that can be presented in a community environment. The group presentation must include the following:
1. Name of the group
2. Type of group
3. Describe the population the group is designed for.
4. Discuss how the group will be beneficial to the group members.
5. What are the objectives of the group?
6. Briefly describe the content/ topics of information presented and discussed during the group activity.
7. Describe the format for the group such as a) the time the group will be offered b) how many facilitators and include the credentials the facilitator must hold to facilitate the group, c) discuss refreshments, d) state whether or not childcare and transportation will be offered, e)how would you advertise for the group participants, f) state whether or not if certificates would be offered and what type of certificate, g) state registration fees and, h) provide a budget of expenses need to offer the group.

6). Journal Article Reviews (4 @ 25pts each=100pts) Reviewing scholarly articles about group work is a great way to increase your knowledge of the many variations' groups can have an impact on individuals, families, and communities. For this assignment, students will perform research activities covering various topics related to group and group work. 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 within 5 years. The articles selected must also be research studies conducted on 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 critique of the research study. Students will complete an article review of each article using the Article Review guide posted in Canvas. 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. Articles selected must be dated within the last 5 years, and the content must discuss research studies about humans. Do not use research studies discussing non-human objects. ARs will be submitted to Canvas on the due date.

Article Review #1—Select **<u>one</u>** Topic from the list below:

1) Adult learning theory
2) group leaders' role(s)
3) co-leadership models

See the course timeline for the assignment due date.

Article Review #2 — Select **<u>one</u>** Topic from the list below:

1) Confidentiality in groups
2) ethical issues in groups
3) stages of group development. See the course schedule for the due date.

See the course timeline for the assignment due date.

Article Review #3 —Select **<u>one</u>** Topic from the list below:

1) effectiveness of group work
2) group conflict
3) therapeutic factors related to group work.
4) group theory.

See the course time for the assignment due date.

Article Review #4 —Select **<u>one</u>** Topic from the list below:

1) groups for children,
2) groups for adolescents
3) group for adults

See the course timeline for the due date.

7). Discussion boards (6 @ 20 pts each=120pts)
Students are required to complete six (6) Discussions throughout the course. Each DB is worth 25 points. You will respond to each of the DB issues/questions in 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 posted 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. Be sure your reference sources are dated within the last five years. If you select the textbook as a citation, you will need to include a second source. Do not post attachments to the discussion boards. Do not post attachments to the discussion boards**. Responses to the discussion question(s) are due on Friday, and responses to classmates are due on Sunday.**

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 correct format reference according to APA guidelines. Posts that include incorrectly formatted APA reference sources will have points 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 contains an APA correctly formatted reference source(s)

8). Group Participation & Peer Evaluation Summaries (10pts each)
Group Participation and Peer Evaluations are designed to capture the students' thoughts in response to group participation. Peer group leaders will evaluate their peer performance in leading a group. Complete and submit the peer evaluation form located in Canvas. 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 course content. Reflection papers must be at least one (1) page in length, double-spaced, and use a 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). Individual Group Leader Presentation (50 pts). Each student will facilitate a group based on assigned topics. The group will be facilitated during an on-campus class meeting. Each group session must be scheduled for 10 minutes. Each group leader will be graded based on the following categories
1. Opening the Group
2. Group member introductions
3. Working phase of Group Development
4. Competencies Demonstrations (linking members, paragraphing, and topics for questions, etc.)
5. Termination of the group

The group leader and group members must complete an evaluation form discussing their experiences as a group leader or participating in the group as a group member.

11) Final exam (100 pts): The final exam consists of a comprehensive examination of the course content**.** The final exam is designed to measure knowledge of the presented course material and will be multiple-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
Week #1 Aug. 25th — 31st **On-Campus Meeting: Tues. Aug. 26th @4:00p**	Review syllabus & course documents, assign presentation topics and presentation dates In-Class Participation #1 due during class
Week #2 Sept. 1st — 7th *Happy Labor Day*	Read Chapter 1: Introduction to Group Work Self-introductions due Sun. Sept. 8th by 11:59pm Written Assignment A: Self-Assessment: An Inventory of Your Views on the Process and Practice of Groups: Due: Sun. Sept 8th by 11:59pm Db#1: Responses to Db questions due Fri. Sept. 5th by 11:59pm. Responses to classmates due Sun. Sept. 7th by 11:59pm
Week #3 Sept. 8th –14th **F2F Meeting: Tues. Sept. 9th @4:00p**	Read Chapter 2: The Group Leader Reflection Paper #1 Due Sun. Sept. 14th by 11:59pm Written Assignment B: Self-Assessment of Group Leadership Skills. Due: Sun. Sept. 14th by 11:59m

	In-Class Participation #2 due during class
Week #4 Sept. 15th — 21st	Read Chapter 3: Ethical and Legal Issues in Group Counseling AR #1: Due: Sun. Sept. 21st by 11:59 pm
Week #5 Sept. 22nd —28th **F2F Meeting: Tues. Sept. 28th @4:00p**	Read Chapter 4: Theories and Techniques of Group Counseling Reflection Paper #2 Due: Sun. Sept. 28th by 11:59 pm Db #2: Responses to Db questions due Fri. Sept. 26th by 11:59 pm. Responses to classmates due Sun. Sept 28th by 11:59 pm In-Class Participation #3 due during class
Week #6 Sept. 29th —Oct. 5th	Read Chapter 5: Forming a Group AR #2 Due: Sun. Oct. 5th by 11:59 pm
Week #7 Oct. 6th – 12th **F2F Class Meeting: Tues. Oct. 7th @4:00pm**	Read Chapter 6: Initial stage of the Group Reflection Paper #3 due Oct. 12th by 11:59pm In-class assignment #4 due during class
Week #8 Oct. 13th —19th	Read chapter 7: Transition Stage of Group Db #3: Responses to the Db questions due Fri. Oct. 17th by 11:59pm, Responses to classmates' posts due Sun. Oct. 19th by 11:59pm Self-Assessment Scale for Group Members Sun. Oct. 19th by 11:59pm
Week #9 Oct. 20th —26th **F2F Class Meeting Tues. Oct. 21st @4:00pm**	Read Chapter 8: Working Stage of a Group AR #3 due Sun. Oct. 26th by 11:59pm Reflection paper #4 due Sun. Oct. 26th by 11:59pm In-class assignment #5 due during class #5: Group Leader Facilitation Practice
Week #10 Oct. 27th — Nov. 2nd	Read Chapter 9: Final Stage of Group Db # 4 Due Responses to the Db questions due Fri. Oct 31st by 11:59pm. Response to classmates' posts due Sun. Nov. 2nd by 11:59pm

Week #11 Nov. 3rd — 9th **F2F Class Meeting** **Tues. Nov. 4th @4:00pm**	Read Chapter 10: Groups in the School Setting Reflection paper #5 due Sun. Nov. 9th by 11:59pm Peer Reflection Summaries due Sun. Nov. 9th by 11:59pm In-class assignment #6 due during class
Week #12 Nov. 10th—16th	Read Chapter 11: Groups in the Community Settings Db #5: Responses to classmates due Fri. Nov. 14th by 11:59pm. Response to classmates due Sun. Nov. 16th by 11:59pm Group Development & Practice Assignment Sun, Nov. 16th by 11:59pm
Week #13 Nov. 17th—23rd **F2F Class Meeting: Tue.** **Nov. 18th @4:00p**	In-class assignment #7 due during class Group Leader Facilitation practice due 5-9 during class AR #4 due Sun. Nov. 23rd by 11:59pm Reflection Paper # 6 due Sun. Nov. 23rd by 11:59pm **Individual Group Leader Presentation**
Week #14 Nov. 24th —30th **Happy Thanksgiving!**	Group Reflection Summaries Due Sun. Dec. 1st Reflection paper #7 Due: Sun. Nov. 30th by 11:59pm
Week #15 Dec. 1st — Dec. 7th **F2F Class Meeting Wed.** **Dec. 2nd**	Db # 6: Responses to Db questions due Fri. Dec. 5th by 11:59pm. Responses to classmates' posts due Sun, Dec. 7th by 11:59pm. Reflection Paper #8 Due Sun. Dec. 7th by 11:59pm **Individual Group Leader Presentation**
Week 16 Dec. 8th---12th	Final Exam due TBA

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 the 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 are 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 toward 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 Before Dismissal: Students who need to leave class before 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 before 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 that violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Canvas

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

Grade of Incomplete, "I"

A Grade of Incomplete can only be given during the last ¼ of the 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 that 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 **pagers** in the classroom is **prohibited** and will result in students being asked to leave class. In such a case, no credit will be given for in-class assignments submitted during that class period. (If it is essential that you you're 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.**