



LEWIS-CLARK STATE
COLLEGE

SW 342.01: Spring 2023 Social Work Generalist Practice/Mezzo Interventions

Course Information

Thursdays 1:30-4:15 pm
Meriwether Lewis Hall B32
3 Semester Hours

Instructor Information

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Office Hours: Face to Face: Monday & Wednesday 10:00-Noon or by
Appointment

LC and COVID- [Coronavirus Resource Page](#)
NASW and COVID - [SW Ethics and COVID- 19](#)

Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field Process, and student service activities the program prepares graduates to:

Provide competent services to promote social, economic, and environmental justice and advocate for human rights.

- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

Course Description

Building upon previous practice classes, this course explores the theories and dynamics of group behavior, and the techniques of working with and within diverse groups in a variety of community and organizational contexts. Students learn to assess interaction patterns, individual change through group processes, ethical issues and their own group skills as an emphasis within generalist practice. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 or concurrent registration.

Introduction and Overview

The course is taught experientially and maintains the atmosphere of self-examination in the context of learning and application of theory. Communication and interpersonal skills are further developed as needed to be an effective group member, which is essential to becoming a good leader. Students are expected to work collaboratively with other students and to actively plan and implement a leadership demonstration session within the class. Students are expected to experiment with leadership functions and styles.

Knowledge from this mezzo practice course is utilized and applied in other social work courses requiring group projects. The experiences students gain by designing and leading a group session is built upon as they proceed through the generalist practice courses and field instruction in the senior year. This course introduces

work tasks into the groups and provides the opportunity for students to build professional participatory and decision-making skills.

Purpose of The Course in The Curriculum

The purpose of this course is to provide students with a basic understanding of the use of group work as an effective generalist intervention in a variety of settings including: preventative, rehabilitative, process, and developmental models. Students will develop the necessary skills, values, and knowledge for understanding and assessing: group dynamics, structure, and process; while developing the required practice skills to facilitate and lead groups in clinical and community-based practice settings. In addition, students will develop understanding of the typology of groups, the functions and roles of group members, stages of group development, types of styles of group leadership, and foundational skills and techniques of group facilitation.

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Education sets Professional standards for all accredited social work programs. The **2015 EDUCATION AND POLICY ACCREDITATION STANDARD (EPAS)** establishes 9 Core Competencies and 31 Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Process is competency-based Process.

Educational Policy 2.1: Core Competencies Definition

Competency-based Process is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

Because of the focus on competency-based Process, the faculty has identified within the LCSC curriculum where the Core Competencies and Behaviors are addressed and measured. Below are the Core Competencies and Behaviors that are addressed in this course. Please note that the Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
COMPETENCY 1:	Demonstrate Ethical & Professional Behavior
1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4	use technology ethically and appropriately to facilitate practice outcomes
1.5	use supervision and consultation to guide professional judgment and behavior
COMPETENCY 2:	Engage Diversity and Difference in Practice
2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
COMPETENCY 3:	Advance Human Rights and Social, Economic and Environmental Justice
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

COMPETENCY	DESCRIPTION
COMPETENCY 4:	Engage in Practice-informed Research and Research-informed Practice
4.1	use practice experience and theory to inform scientific inquiry and research
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery
COMPETENCY 6:	Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers:
6.1	apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
COMPETENCY 7:	Assess Individuals, Families, Groups, Organizations, and Communities. Social workers:
7.1	collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2	apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.4	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

COMPETENCY	DESCRIPTION
COMPETENCY 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities
8.1	apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.2	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
COMPETENCY 9:	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.1	select and use appropriate methods for evaluation of outcomes
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Course Methodology

Learning activities will include face to face lectures, readings, discussions, simulations, video, case examples, and individual work. The primary teaching approach in this class will be collaborative in nature. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the weekly modules and students are expected to come to class prepared to discuss the chapter content and assignments. A previous absence is not an excuse for coming to class unprepared to be actively involved.

Social and Economic Justice in the Classroom

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice. Please see [LCSC's Diversity Commitment](https://www.lcsc.edu/diversity) Full URL: (<https://www.lcsc.edu/diversity>).

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	93-100%	A-	90-92.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D	60-69.9%	F	59.9% and below

Grade Definitions

LETTER GRADE	DEFINITION
A	Above and beyond
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late

LETTER GRADE	DEFINITION
F	Below minimum standards for content and written communication, incomplete, and/or late

Professional Behaviors in the Classroom

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the Student Handbook. Please refer to the Handbook for further clarification.

Shared Client and Agency Information

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that demographic information about clients and agencies should be de-identified, disguised or eliminated, if clients could be identified, then this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Confidentiality During Groupwork

Personal, and sometimes confidential information will be shared. As in real interactions within an agency, this information must remain confidential unless the individual gives consent to have the information shared. Information shared during practice sessions will remain confidential unless there is a threat to self or other safety concerns arise. The instructor will monitor sessions carefully and meet with a student for discussion should any concerns arise. Breaches of confidentiality are taken very seriously and can potentially result in a failing grade for the class.

LCSC Learning platform

You will find all of the course information and support for Canvas in the dashboard for the course. The dashboard will contain the syllabus, class schedule, and weekly modules for learning and supplemental content. In Canvas in the assignments, you will find social work learning outcome, the assignment guidelines and expectations for writing, any templates and rubrics for the assignment.

Policy Regarding GPA

Students must a minimum of a B in all practice courses. Generalist Practice – Group (Mezzo) Interventions is a practice course and so you will need to achieve a B in the course.

Policy Regarding Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. It is the responsibility of the student to request an Incomplete prior to the end of the term. All work must be completed by the deadline specified by the instructor. Students who fail to complete the required work by the date assigned by the instructor will be assigned a grade of “F”. Instructors submit the deadline to the Registrar at the time “final grades” are due for the current semester.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to require students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of this intent, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- It is unacceptable to submit a writing assignment in this class that has previously been used for another assignment/class. While building on your research is expected from class to class especially if you have a consistent area of interest; each course concepts/ assignments have their own assessment points and as such no paper from one class should completely be retitled and submitted.
- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

In addition to action by the professor, incidents may be reported to the Vice President of Student Affairs.

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. Challenges will be considered by request. If I choose to review your grade I will review your assignment in full and may adjust your grade up or down.

Instructional Modality

This is a seated course that is designed to provide an experiential group experience. The instructional modality will include didactic course instruction and theoretical content, discussion and large and smaller group processing. Students are expected to review course content contained in the weekly modules and having read the text chapter come to the classroom prepared to engage.

Professional Writing Standards

All printed work submitted to this instructor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (7th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

This expectation is informed by the knowledge and understanding that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

If you need help with your writing skills, the Writing Center (208-792-2433). The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Attendance and Participation

Students are expected to attend all scheduled classes. This is a core social work class and involves a great deal of effort and work. Students are also expected to participate accordingly. Because this is a practice course, it is imperative that students attend in order to learn the necessary skills for competent social work practice. You will not be able to make-up missed participation in the group simulations. More than 4 absence will result in a whole grade reduction. Even excused absences count as an absence.

Technology

Cell phone usage is prohibited during class time and all cell phones must be turned off when entering the classroom and be put away. Students who are seen with or who are using a cellphone will be asked to leave the classroom until they are finished with their phone usage and at a time when reentry does not disrupt the classroom procedures. Laptop usage in this class is allowed with instructor's permission. Additionally, if the course goes unexpectedly to all online, it is expected that you have working technology and internet access to facilitate ongoing participation in this experimentation class.

**** The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances**

Course Readings

The Council on Social Work Process mandates that social workers be lifelong learners. It is important that students understand the process of self-Process. This includes reading assigned chapters or handouts, taking notes on this material, and integrating the material into the student's work. It is expected that students in this course read the material prior to class and come prepared with relevant discussion points and questions. Students are strongly encouraged to complete an outline of the material read and to complete notes on the readings as well. The instructor does not lecture verbatim from the text and does not provide notes, PowerPoints, etc. for the class. If you miss a class, you will be responsible for getting information from a classmate.

Text and Required Readings

American Psychological Association (2017). *Publication guide of the American*

Psychological Association. (7th ed.). Washington, DC: APA Press.

National Association of Social Workers. (1997). Code of Ethics of National

Association of Social Workers. Washington, DC: NASW Press

Zastrow, C. & Hessenauer, S. L. (2019). *Social work with groups: Comprehensive practice and self-care; 10E*. Belmont, CA: Cengage Learning.

Supplemental articles may also be shared. **Students are expected to complete all reading by the due dates listed on the course outline. You will be expected to participate in the group discussion doing the readings before hand allows you to be engaged and interactive.

Assignments and Learning Activities

Below is a list of the assignments for the semester and their point values. The total point value possible is 1000 points. This does not factor in absences, any adjustment to score related to being absent will be made at the end of the semester. You can also find the assignments in greater detail in the Canvas course. You will be able to determine assignment assessment criteria by reviewing the templates and rubrics for each assignment if applicable.

In this course there will be two concurrent group types; the 1- process group and the 2- task group. Each student will be randomly assigned a space in each of the two types of groups.

1-Process Groups

In randomly assigned groups students will develop a group type of their agreed upon choice: Process, functional, support or something else. Working together collaboratively students will develop a plan for 6-8 weeks of process activity that is linked to the type of process group that has been agreed upon. Each week a different student will be expected to facilitate the group with some nuanced context relevant to the process that has been identified. Students will be expected to submit a final document that includes content from each week.

Process Group Project (150 total points)

This is a 3-part assignment that will culminate in one final written submission and a reflection paper. Students will be assigned groups randomly. Each group member is expected to participate equally in the group collaborative experience. It is students' responsibility as a group to determine expectations, deliverables, dates and accountability for the individual parts of the project. It is not the role of the professor to facilitate your group process. See Canvas assignment for more details template and assessment rubric.

Part 1 (50 points)

Evidence Based Summary- For part one of the process group development experience, student groups will self-survey to identify issues of interest or concern and will problem solve how to organize the group intervention. Students will work together to gather the research, integrate research-based findings linked to group support as an intervention, discuss theory for process groups and will work together to create a group proposal be sent to the organizational leadership. See Canvas assignment for more details template and assessment rubric.

Part 2 (50 Points)

The process group outline proposal- After student groups have completed research that supports the group intervention type for process groups, a evidence Using peer reviewed literature to support the group type for the identified issue, student groups will develop a formal outline for the 6-8 week process group. Student groups outlines will include a structured outline for each week and will identify the group facilitator for that week. Specific details for this assignment will be discussed in class. See Canvas assignment for more details template and assessment rubric.

Part 3 (50 Points)

The group curriculum – Using the out lined proposal students will develop one submission that includes the edited summary, and proposal outline with the culmination of weekly agendas and any supplemental content that was used in the group. The curriculum should be based on group theory, knowledge of the literature and understanding of group process. The final document that will be submitted intervention summary, the edited proposal and the curriculum. See Canvas assignment for more details, template and assessment rubric.

Group Reflection Paper (100 points)

Each student will write a reflection paper on the experience process related to the process group and the development of the group project. In no more than 3 pages and utilizing what you have learned in this course, the paper should articulate the following points:

- Discuss the group norms;
- Identify the stages of group development that your group went through and use examples to support each stage;
- Describe who assumed a leadership role and the type of leadership and/or discuss how leadership was shared;
- Describe conflict that arose in the group and how it was handled;
- Assess your role and contribution to the group;
- Individually assess the role and contribution of the other group members;
- Self-reflect on the role that you played in the group. Discuss what you learned about yourself and groups as a result of this assignment;

- All information in this paper will be kept confidential. Specific details for this assignment will be discussed in class.

2-Task Groups

In randomly assigned groups students will be expected to develop a group intervention, that is linked to a specific group of individuals that is agreed upon examples include but are not limited to: Process, functional, support or something else to be used as an *evidence-based intervention* with some agreed upon group. Working together collaboratively students will develop a plan for 1 6-8- week group. Each week a different component of the interventions group development is expected to be submitted by the group, each component is discussed further below. Students will be expected to submit a final group proposal document that includes the following content from each week.

Task Group Project (150 total points)

This is a 3-part group assignment that will culminate in one final written submission, a class presentation (scored separately and a reflection paper (scored separately. Students will be assigned task groups randomly. Each group member is expected to participate equally in the task group collaborative experience. It is students' responsibility as a group to determine expectations, deliverables, dates and accountability for the individual parts of the project. It is not the role of the professor to facilitate your group process. When the needs assessment, the proposal letter and the curriculum have been turned in each person will receive the same score.

Part 1 (50 points)

Community needs assessment- For part one of the group development process, student groups will assume that they are working in a social welfare agency. Assess the needs of the clients and determine the most appropriate type of group to implement in your community. Students will work together to gather data on needs, integrate research-based findings linked to group support as an intervention, discuss theory for community and groups and will work together to create a group proposal be sent to the organizational leadership.

Part 2 (50 Points)

The group proposal- After student groups have completed a community needs assessment and identified the type of group that will serve the unmet need of the community. Student groups will develop a group proposal that will include an

organization proposal letter, an outline of the community need, the evidence based theoretical frame intervention that supports the use of groups for this context, develop a proposed budget and a plan for evaluation of efficacy. Specific details for this assignment will be discussed in class. See Canvas assignment for more details template and assessment rubric.

Part 3 (50 Points)

The group curriculum – Student Groups are expected to develop a 6- 8 -week curriculum for the group that they have previously identified from the community needs assessment. The curriculum should be based on group theory, knowledge of the literature and understanding of group process. The final document that will be submitted will include the needs assessment, the edited proposal and the curriculum. See Canvas assignment for more details, template and assessment rubric.

Group Intervention Proposal and Curriculum Class Presentation (150 points)

Each member of the group will present some component of the group interventions that the group has developed. See Canvas for more detailed information and assessment rubric.

Group Reflection Paper (100 points)

Each student will write a reflection paper on the experience process related to the task group and the development of the group project. In no more than 3 pages and utilizing what you have learned in this course, the paper should articulate the following points:

- Discuss the group norms;
- Identify the stages of group development that your group went through and use examples to support each stage;
- Describe who assumed a leadership role and the type of leadership and/or discuss how leadership was shared;
- Describe conflict that arose in the group and how it was handled;
- Assess your role and contribution to the group;
- Individually assess the role and contribution of the other group members;
- Self-reflect on the role that you played in the group. Discuss what you learned about yourself and groups as a result of this assignment;
- All information in this paper will be kept confidential. Specific details for this assignment will be discussed in class.

Weekly reflection journals/group reflection journals (10 points per reflection- 150 total points)

Each week students are expected to journal, until the groups start, the journals will be a place where you process how you are doing in general. When the groups begin students will be expected to complete a process reflection journal for each group. There is no way to make up for the journal as it is specific to your experiences the group.

Quizzes (50 points per quiz for up to 200 total points)

There will be 4 tests for the semester. Tests will be linked to course text content. Tests will be open for 9 days from Friday to Sunday of the following week. You will have two attempts for scoring. If you want to utilize the retake, you will need to have taken the test before the Friday that it is due so that it can be scored before the test itself closes. Dates TBA

Due Dates

Students are expected to submit your work on or before the due dates, typically Sundays at 11:59 pm; typical due dates are. Students will be expected to pace themselves accordingly throughout the semester to complete the work. There may be times when dates shift, if dates do change students will be involved in that consideration. However, for the most part the dates are set (see Canvas for specific dates). **If you need more time on something, you need to communicate with your professor before the assignment is due. If you do not and submit your work late, you will have late values assigned.**

Re-write Policy

In the development of student planned group intervention, students are expected to use the feedback provided on parts one and two for the 3rd part submission. Unless professor asks student to provide a re-write for something, re-writes are not an option in this class. If you have any questions regarding the assignment, please do not hesitate to meet with your professor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for andragogical reasons) and because sufficient time is given, it is expected that quality work be submitted.

*Tentative Class/Assignment Schedule Weeks begin on Mondays

Week One, January 17

- Introduction to course and syllabus, establishing class/group rules
- Chapters 1 & 2
- Reflection Journal # 1
- Group introductions

Week Two, January 23

- Stages of Group Development
- Chapters 1 and 2
- Group/classroom exercises
- Reflection Journal # 2
- Process Group Assignment # 1

Week Three, January 30

- Leadership, Chapter 3
- Group/classroom exercises
- Reflection Journal # 3

Week Four, February 6

- Group dynamics, Chapter 4
- Meeting of first group
- Reflection Journal # 4
- Process Group Assignment # 2
- Quiz # 1 Text chapters 1- 4

Week Five, February 13

- Verbal and Non-verbal Communication, Chapter 5
- Meeting of second group
- Reflection Journal # 5
- Process Group Assignment # 3
- Process Group – Week 1 Breakout meeting

Week Six, February 20

- Task Groups Chapter 6
- Meeting of third group

- Reflection Journal # 6
- Process Group – Week 1

Week Seven, February 27

- Diversity in Groups, Chapter 7
- Meeting of fourth group
- Reflection Journal # 7
- Process Group – Week 2

Week Eight, March 6

- Diversity in groups, Chapter 8
- Reflection Journal # 8
- Quiz # 2 Text Chapters 5-8
- Process Group – Week 3

Week Nine, March 13

- Self-help groups, Chapter 8
- Group Proposal Project: The organizational letter
- Reflection Journal # 9
- Process Group – Week 4

Week Ten, March 20

- Working with families, Chapter 9
- Reflection Journal # 10
- Group Proposal Project: The proposal (including edited letter and proposal) due,
- Process Group Begins – Week 5

Spring Break 3/27/2023-4/2/2023

Week Eleven, April 3

- Organizations and communities, Chapter 10
- Reflection Journal # 11
- Process Group – Week 6

Week Twelve, April 10

- Process groups and self-care Chapter 11

- Group proposal draft due
- Reflection Journal # 12
- Process Group – Week 7

Week Thirteen, April 17

- Treatment Groups, Chapter 12
- Reflection Journal # 13
- Quiz # 3 Chapters 9-14
- Group Proposal Project: The Group Curriculum (including edited needs assessment and proposal)
- Process Groups -Week 8

Week Fourteen, April 24

- Diversity in Treatment Groups, Chapter 13
- Reflection Journal # 14
- Group Proposal Project: Group Presentations

Week Fifteen, May 1

- Termination and Evaluation, Chapter 14
- Group Reflection Assignment
- Reflection Journal # 15
- Quiz # 4 Final Cumulative

Week Sixteen, May 8

- No Scheduled course works
- No new assignments due
- No outstanding work will be accepted after 5/10/2023
- Final grades are due on or before 5/16/2023

Extra Credit

At this time there is no extra credit planned at this time for this course.

**** Due to the fluidity of time and space schedules may be shifted, thus the denotation tentative.**