

The University of Texas at El Paso
MSW Program
SOWK 5333 Theory and Practice with Groups (CRN: 15860)

Instructor: Hyejin Jung, PhD, MSW

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Term: Fall 2020

Classroom: Blackboard Collaborate

Office Hours: 2:00pm-3:00pm Wednesday (Blackboard Collaborate)

Office: Health Science Nursing Bld, Room 434

Phone: 915-747-5453

Class Meeting Time: 2:00pm–4:50pm, T

I. Course Description:

This course builds on the generalist practice course series to expand students' knowledge and practice skills in social work group theory and practice. Students will build on theory, knowledge and practice skills covered in SW Practice and Theory with Individuals to include group work methods and practice skills. Students will critically examine how race, culture, gender, class and stressors influence group process. Using an evidenced based practice lens, students will expand their practice skills and knowledge with clients with various problems, issues, and in various professional social work settings with attention given to group work in a border region.

II. Course Objectives:

1. Gain understanding and applicability of the various types of groups to meet the needs of specific populations.
2. Ability to reflect on group experiences to develop self-awareness and understanding about one's strengths and weaknesses as group facilitator.
3. Identify ethical and legal issues related to group work within the context of a border region.
4. Describe and demonstrate various group processes, methods and group members' roles that inform group experiences.
5. Understand the types and stages of group
6. Demonstrate skills in facilitating and planning groups.
7. Describe and demonstrate methods to evaluate group work social work.
8. Develop awareness of the influence that cultural, race, language, gender, class, and sexual orientation have on group and family social work in a bicultural border region.

III. Course Competencies

By the end of the semester the student will:

Competency 1: Demonstrate Ethical and Professional Behavior

- 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;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

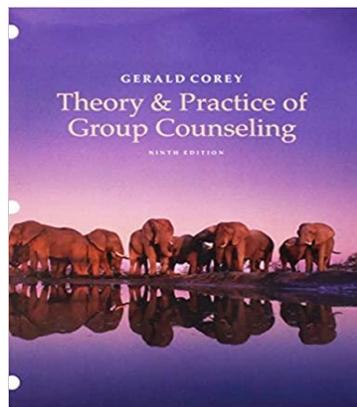
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

IV. Course Materials

Required Text: Students will need access to MindTap of the following two books/e-books.

- Corey, G. (2016). *Theory & practice of group counseling* (9th ed.). Cengage Learning.
<https://www.cengage.com/c/theory-and-practice-of-group-counseling-9e-corey/9781305104563/>



MindTapV2.0 with Groups in Action Video for Theory and Practice of Group Counseling, 9th Edition

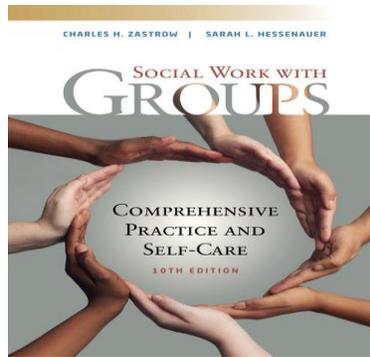
Gerald Corey

ISBN-10: 0-357-04147-X

ISBN-13: 978-0-357-04147-5

- Zastrow & Hessenauer (2019). *Social work with groups: Comprehensive practice and self-care* (10th ed.). Cengage Learning.

<https://www.cengage.com/c/empowerment-series-social-work-with-groups-comprehensive-practice-and-self-care-10e-zastrow/9781337567916PF/>



MindTap Social Work, Zastrow/Hessenauer's Empowerment Series: Social Work with Groups: Comprehensive Practice and Self-Care, 10th Edition

Charles Zastrow | Sarah L. Hessenauer

ISBN-10: 1337568902 | ISBN-13: 9781337568906

Supplemental Texts and Articles:

Students will be required to read and critically evaluate articles from the professional literature related to the course theory and practice. Detailed instructions will be provided for preparing evidence-based practice assignments based on this critical reading.

Publication manual of the American Psychological Association (7th ed.). (2019). Washington, DC: American Psychological Association.

Purdue Online Writing Lab (OWL) OWL (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

V. Course Assignments

Grades for the course will be assigned based on the total number of points earned out of a total of 1000 points available. Points correspond to the following course assignments:

1) In class Exercises & Participation (40%) or 400 pts

Students will be expected to participate in various class activities to practice and demonstrate their emerging social work practice skills and knowledge on group work. Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. Virtual in-class exercises and participation include completion of weekly readings, quizzes, MindTap activities, discussion on Blackboard, small group discussion, and virtual role plays. Students will earn the points for their participation based on their participation and completion on these activities. **Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.**

2) Quizzes (30%) or 300 pts

Each student will complete quizzes available on **blackboard by due date/time listed in the Course Outline**. The quizzes are based on the assigned readings each week. This will support your learning and understanding of class materials. **Because quizzes are designed to contribute to your learning each week, they cannot be made up after their due date has passed.**

3) Evidence-Based Practice Group Project (30%) or 300 pts

As a generalist in Social Work, you will be faced with many different macro and clinical challenges in your career. Using both, micro and macro skills, a group of classmates will develop from beginning to end (all stages) session plans and resource materials that will help any social worker carry out and prepare to run a group.

The goal of the Evidence-Based Practice Group Project is to create an electronic group session binder that will include all instructions, materials, resources, session plans with sample exercises to carry during group. Each electronic binder/portfolio may look different according to the goal and type of group. Students will utilize evidence-based resources to understand the population chosen, identify group therapies/interventions that are proven to be effective for the population, develop session plans, and discuss their learning from this project.

Your electronic binder/portfolio should include the following:

- A one page introduction to the goal and reason for the group
- Pre-group planning section. Make sure you discuss the process for group (e.g., member selection, location, type of group, etc) and provide your rationale for your decision. Your pre-group planning section includes the following:
 - Who is the population and what is the purpose of the group?
 - Why did you choose this population and want to focus on this specific purpose?
 - What kind of group this will be?
 - How big this group will be?
 - How many sessions will the group meet?
 - How long a session would last?
 - When will the group meet?
 - Where will the group meet?
 - Who should be included in the group? How will the members be screened (Explain the screening process)? Are there any specific qualifications for membership?
 - Explain how you will ensure diversity and vulnerable populations
 - What theories covered in the course will be applicable to this group?
 - What are the possible topics that this group will cover?
 - How would you prioritize the topics (Prioritize the topics that could be addressed during the beginning, early middle, and middle stages of the group)?
 - How would you evaluate the group success?

- Sample rules for group
- Group session topic and session plans (a minimum of two session plans/member). Your group session should include the first/beginning session, middle stage sessions, and the closing session of the group.
- Activities' and exercises (a minimum of one activity/exercise per session plan)
- Resources (a minimum of two resources/member) that can be used by clients
- Explore at least three EBPs that can be used with your population of choice; explain each EBPs (e.g., a quick reference of what this EBP is, why this EBP is applicable to your population, what are strengths and limitations of this EBP) and then select one and explain why you selected this one.
- A reference list of a minimum of 5 peer-reviewed journal articles that help you in prepping to work with this population in APA format

VI. Grading

A	=	100 - 90 %
B	=	89.9 - 80 %
C	=	79.9 - 70 %
D	=	69.9 - 60 %
F	=	59 %

VII. CLASS POLICIES

Syllabus Changes: The instructor reserves the right to make changes to the syllabus at any point during the semester.

Late Assignments: Any assignment that is not turned in by the due dates/times specified in the course syllabus (See Course Outline) will be considered late. While extenuating circumstances may be taken into consideration, late assignments will be lowered by 10% of point value for each day the assignment is late. Assignments past due three days are not accepted. **No late assignments are allowed for in-class exercises and participation and quizzes because these activities are designed to contribute to your learning each week and they cannot be made up after their due date has passed.**

Attendance and the Drop Deadline: Students who miss more than **TWO** virtual class meetings will be dropped from the class. Extenuating circumstances may be taken into consideration at the instructor's discretion. **Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.**

Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline. Dropping a course after that time will result in an automatic grade of F.

Technology Requirements: Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, a webcam, and a microphone. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Alternative means of submitting work in case of technical issues: Students are strongly encouraged to submit their work with plenty of time to spare in the event that they have a technical issue with the course website, network, and/or their computer. I also suggest you save all your work (e.g., answers to discussion points, quizzes, mindtap activities, etc.) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

Email: UTEP email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their UTEP email for university and course-related information and announcements. Students are expected to use their UTEP accounts and are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently (minimum of twice/week) to stay current with course-related communications, some of which may require responses within specific time limits.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

Professional Conduct in Class: Students are expected to act like professionals in class. This means arriving at virtual class room on time, being prepared to participate in the class discussion, paying attention during class activities and discussions, not holding side conversations nor monopolizing conversations, or engaging in any activities that disturb other members of the class (e.g., texting, emailing, dominating discussions, disrespectful behavior) and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

Familiarize yourself with Netiquette found in Blackboard Home Page.

Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

Tips for Online Participation/Discussion

- **Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- **Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- **This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
- **Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
- **Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- **Follow the Parameters/ Stick To The Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
- **Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
- **Blackboard is NOT a Public Internet Venue:** All postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for

classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. *Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Office of Student Conduct and Conflict Resolution.* Please check the links below for further information.

- [UTEP Handbook of Operating Procedures](#)
- [UTEP Office of Student Conduct and Conflict Resolution](#)
- [UTEP Office of Institutional Compliance](#)

Class Recordings: The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Copyright Statement for Course Materials: All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS: You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you

will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

VIII. Students with Disabilities: Americans with Disabilities Act

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#).

If you have or suspect you may have a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 915-747-5148. You can also email the office at cass@utep.edu or apply for accommodations online via the [CASS portal](#). For additional information, visit the CASS Website at <http://sa.utep.edu/cass/>.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

IX. ACADEMIC DISHONESTY

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. According to the University of Texas at El Paso's Handbook of Operating Procedures (1.2.2.1), Scholastic Dishonesty is defined as:

"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. All persons involved in academic dishonesty will be disciplined in

accordance with University regulations and procedures. To learn more [HOOP: Student Conduct and Discipline](#).

X. Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordiators.html>

Related Resources

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected harm of children or older persons, Child/Adult Protective Services **1-800-252-5400**.
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**.

Student Support Services

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- [Counseling and Psychological Services](#): UTEP's Counseling and Psychological Services offers free counseling to all students with the same number leading to an after-hours crisis line: (**915**) **747-5302**
- Mental Health Crisis Line (**915**) **779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) (**915**) **534-5478**
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.

Course Outline

[This course schedule is subject to change]

Session Fall 2020	Assigned readings	Assignments/Class Exercises	Course objectives & competencies
Week 1 8/25 Virtual Meeting at 2PM	The association for the advancement of social work with groups: Standards for social work with groups web site http://www.aaswg.org/ Corey, ch. 1 Zastrow & Hessenauer, ch. 1 & 2	<ul style="list-style-type: none"> • Introductions • Syllabus & Course expectations • Introduction to group practice <p><u>Assignments Due by 11:59pm on 08/30</u></p> <ul style="list-style-type: none"> • Syllabus Quiz • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	1,2
Week 2 9/1	Zastrow & Hessenauer, ch. 3, 4 & 5	<p><u>Assignments Due by 11:59pm on 09/06</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	1,2,6
Week 3 9/8 Virtual Meeting at 2PM	Corey, ch. 2&3 Zastrow & Hessenauer, ch. 7	<ul style="list-style-type: none"> • EBP Group Project Discussion <p><u>Assignments Due by 11:59pm on 09/13</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	1,2,6
Week 4 9/15	Corey, ch. 4, 5, & 6	<p><u>Assignments Due by 11:59pm on 09/20</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	2,6,7,8
Week 5 9/22 Virtual Meeting at 2PM	Corey, ch. 7&8	<p><u>Assignments Due by 11:59pm on 09/27</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	1,2,6,7,8
Week 6 9/29	Corey, ch. 9, 10 & 11	<p><u>Assignments Due by 11:59pm on 10/04</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	2,6,7,8

Week 7 10/6 Virtual Meeting at 2PM	Corey, ch. 12&13	<ul style="list-style-type: none"> EBP Group Project Discussion <p><u>Assignments Due by 11:59pm on 10/11</u></p> <ul style="list-style-type: none"> MIND TAP ACTIVITIES QUIZZES on assigned readings 	1,2,6,7,8
Week 8 10/13	Corey, ch. 14, 15, &16	<p><u>Assignments Due by 11:59pm on 10/18</u></p> <ul style="list-style-type: none"> MIND TAP ACTIVITIES QUIZZES on assigned readings Mid-term evaluation: How are we doing so far? 	2,6,7,8
Week 9 10/20 Virtual Meeting at 2PM	Zastrow & Hessenauer, ch. 12, 13 & 14	<ul style="list-style-type: none"> EBP Group Project Discussion <p><u>Assignments Due by 11:59pm on 10/25</u></p> <ul style="list-style-type: none"> MIND TAP ACTIVITIES QUIZZES on assigned readings 	1,2,6,7,8,9
Week 10 10/27	Zastrow & Hessenauer, ch. 6, 8 & 11	<p><u>Assignments Due by 11:59pm on 11/01</u></p> <ul style="list-style-type: none"> MIND TAP ACTIVITIES QUIZZES on assigned readings 	2,6,7,8,9
Week 11 11/3 Virtual Meeting at 2PM		<ul style="list-style-type: none"> EBP Group Project Discussion 	1,2,6,7,8,9
Week 12 11/10	Corey, ch. 17&18	<p><u>Assignments Due by 11:59pm on 11/15</u></p> <ul style="list-style-type: none"> MIND TAP ACTIVITIES QUIZZES on assigned readings 	6,7,8,9
Week 13 11/17 Virtual Meeting at 2PM		<ul style="list-style-type: none"> EBP Group Project Discussion 	1,2,6,7,8,9
Week 14 11/24		<ul style="list-style-type: none"> EBP Group Project Discussion 	1,2,6,7,8,9

Virtual Meeting at 2PM			
Week 15 12/1 Virtual Meeting at 2PM		EBP Group Project Presentation & Submission on 2pm on 12/01	1,2,6,7,8,9