



WAYNE STATE

College of Education

Wayne State University College of Education Course Syllabus AT 7310 Group Process Winter 2024

COURSE INFORMATION

Section: CRN 22802
Semester/Year: Winter 2024
Division: TBF
Class location: COE Building, in person
Class day/time: Wednesdays: 5 pm to 6:30 pm lecture; 6:30 pm to 8 pm group work
Credit hours:4
Class type: In Person

FACULTY CONTACT INFORMATION

Name: Julie Moreno
Office Address:
Office Hours: On Request
Telephone: 313 530 4530 cell
E-mail Address: BK1346@WAYNE.EDU

TABLE OF CONTENTS

1. [Accessibility](#)
2. [Course Description](#)
3. [Course Materials](#)
4. [Outcome Alignment](#)
5. [Grading System](#)
6. [Assignments & Exams](#)
7. [Course Schedule](#)
8. [Class Policies](#)
9. [Attendance Policy](#)
10. [Religious Holidays](#)
11. [Student Disability Services](#)
12. [Counseling Resources](#)
13. [Sexual Misconduct \(Title IX\)](#)
14. [Academic Dishonesty](#)
15. [Course Drops & Withdrawals](#)
16. [Student Services](#)
17. [Class Recordings](#)
18. [Online Courses](#)
19. [Technology Access & Support](#)
20. [Privacy and Confidentiality](#)
21. [MTTC Preparation](#)

Accessibility

<https://teachinghandbook.wayne.edu/inclusivity>

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

Student Disability Services can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

Accessibility: <https://wayne.edu/accessibility>

International Students: <https://oiss.wayne.edu>

Student Disability Services: <https://studentdisability.wayne.edu>

LGBTQ+ Resources: <https://pride.wayne.edu/student-resources>

Catalog Description:

Therapeutic factors of groups; facilitation of groups.

Course Description:

This class provides an understanding of the basic elements of group process and theories of group work and teaches students how to facilitate groups. Content includes understanding various types of groups, the stages of group development, approaches to various types of groups, group dynamics, guidelines for multicultural practice, ethical and professional issues in group practice, and use of skills and techniques applicable to various group situations.

Course Outcomes:

Students will:

1. understand the therapeutic factors of group therapy;
2. develop and practice group leadership skills and techniques;

3. understand ethical issues specific to the practice of group therapy;
4. understand current research and theories relative to group therapy and group art therapy;
5. make appropriate choices in utilizing models of therapy to be applied in a wide variety of group settings;
6. experience and participate in brief group therapy and relative art therapy experientials;
7. relate to a variety of problems and issues present in groups, be aware of, and sensitive to, the differences in group members relative to culture, ethnicity, gender, age, and physical ability;
8. practice leading small groups within the class-lab setting.

Required texts:

- Corey, Gerald (2023) 10th Ed. *Theory & Practice of Group Counseling*. CA: Thompson Brooks/Cole, Cengage Learning. ISBN #978-0-8400-3386-4
- Robb, M.A. (2022). *Group Art Therapy Practice and Research*. New York: Routledge. ISBN: 978-0-367-52777-8
- American Psychological Association (2021) *Publication Manual of the American Psychological Association, 7th Ed.* Washington D.C.: American Psychological Association. ISBN#13-978-1-4338-0561-5

Recommended texts and references:

- APA Resource: <http://owl.english.purdue.edu>
- Liebmann, Marion (1986) *Art therapy for Groups*. Massachusetts: Brookline Books
- Boyd, Julia (1998) *Can I get a Witness?* New York: Dutton
- Corey, Gerald (2012) 8th Ed. *Student Manual for Theory & Practice of Group Counseling*. CA: Thompson Brooks/Cole, Cengage Learning ISBN #13:978-0-8400-3464-9
- Faigley, L. (2007) *The little penguin handbook*. New Your, NY: Pearson Education
- Fausek, Diane (1997) *A Practical Guide to Art Therapy Groups* New York: The Haworth Press
- Fine, E., & Josephson, J. (2001) *More Nitty-Gritty Grammar*. Berkley: 10 Speed Press.
- Malchodi, C., (2007) *The Art Therapy Sourcebook*. Chicago: McGraw-Hill.
- Waller, Diane (1993) *Group interactive art therapy* New York: Routledge
- Yalom, I. & Leszcz, M. (2005) *The Theory & Practice of Group Psychotherapy*, 5th Ed. USA: Basic Books

Assignments:

1. **Reading assignments, class participation & attendance:** Readings will be actively discussed in class and each student is expected to participate by bringing questions, thoughts, & insights for the class to explore. This demonstrates that readings have been completed & evaluated as to relevance for your professional & personal development as an art therapist. Experientials relevant to the discussed group theory will also be completed and processed as denoted on the Canvas handout.
(20 points total)
2. **Group Therapy Portion of Class (Seven-1.5 hour sessions throughout the semester):**



- a. **Group Therapy Sessions:** Each class member is required to attend and participate in group therapy sessions held in person as scheduled during the lab portion of the class, conducted by the faculty instructor. The focus of the sessions is the development of one's professional self and will reflect the group theory being studied.
- b. **Group Therapy Journal:** Maintain a **journal via e-portfolio reflecting growth and knowledge** of the group therapy experience. Journal is to be updated weekly. When updating please consider weekly prompts provided by the instructor and the following to include in your entries as you learn about these concepts throughout the semester:
 - Leadership style
 - Group process and dynamics (i.e. here and now member interactions) and feedback process.
 - Emphasis on Yalom's therapeutic factors is critical. Use examples and illustrations to demonstrate your knowledge and understanding obtained through your readings, discussions, and group experiences.
 - In your entries include any awareness of cultural, ethnic, age, gender, physical disabilities, socioeconomic and value differences and how they affect group behavior.
 - Entries should include your reactions, experience, insights, and personal growth, due to participating in group therapy.
 - Also include thoughts and reactions to the responsive art experientials conducted after each session as well as images of your responsive artwork. Attend to your reactions and interactions with group members and the group leader in these entries.

Journals will be due April 3.

(30 points for group experience & journal)

Update journals regularly as the journals created in e-portfolio will be periodically reviewed by the instructor.

3. **Group Paper:** Write a short (APA) paper (10-12 pages) as follows:
 - a. **Title page, abstract, introduction**
 - b. Choose a population of clients for this paper. This population will be used in the small group that you will facilitate. Provide a brief discussion of the presenting problem and other expected issues related to your population (approximately 1 page)
***Please note that the chosen population will also be the focus of your 10-minute powerpoint presentation and 45-minute small group facilitation.**
 - c. Determine the therapeutic approach, which will suit this population, your style of client interaction, and therapeutic philosophy. Discuss how your approach will benefit your clients in reaching their goals of therapy: identify 2-3



WAYNE STATE

College of Education

specific goals your population might realistically desire to achieve in group therapy. (approximately 1 page)

- d. Assuming your group is brief therapy (8-12 sessions) and the goals will not be reached specifically in one or two sessions, identify specific needs of your clients and which of Yalom's therapeutic factors should develop to aid your client's success in reaching their goals as stated above. (approximately 1-2 pages)
- e. Describe three (3) experientials to facilitate your clients achieving their goals (stated above) and why you have chosen each one; list how the experientials demonstrate your chosen therapeutic approach; state at what point/stage in the therapy would you use each intervention. (approximately 3 pages)
- f. Discussion and summary: Use examples from class, personal experience, other settings, readings, research and your journal. This paper should demonstrate understanding of the 'factors' and how/why they are important to the practice of group art therapy. (1-3 pages)
- g. APA format required. (use of citations, reference page, spelling, grammar, 4 points)
- h. A brief PowerPoint presentation on your paper (10-minutes) will be given in class describing your population and chosen experientials. Create handouts describing art therapy experientials to distribute to class via Canvas. A mockup may be made and shown to represent one of the chosen art therapy experientials that will be facilitated and processed that you will lead in the 45-minute small group session.

Paper is due April 3 at the beginning of class. Paper presentation PowerPoint and small group facilitation will be due and occur on assigned date.

(30 points paper) (40 points paper presentation and small group facilitation)

4. **Final Exam** (30 points)
 - a. Multiple choice
 - b. Will cover information from Corey and Robb texts.
 - c. **Occurs on April 24 online via Zoom with use of completed study guide.**

Class Policies:

- Class is conducted in an adult learning style and therefore heavily reliant upon discussion of readings to enhance integration of the subject matter and professional development.
- All assignments must demonstrate personal involvement in both the process and the product.
- Assignments must conform to guidelines presented in class and in the syllabus.
- Assignments turned in late will result in a reduction of grade by one level per week. If the assignment is not turned in on the due date it is late.
- Plagiarism will not be tolerated. Written work will reflect the university's policy on plagiarism. See WSU policy in detail below.



WAYNE STATE

College of Education

- We will do various experientials throughout the semester. A supply list and schedule is available on Canvas.
- You are responsible for material presented in class and are responsible to obtain all materials / handouts / notes for any missed class.
- Attendance is expected for each class. If you are unable to attend please notify the instructor prior to class in order to be excused. If you are absent from 3 (three) classes (excused or unexcused) your grade will be reduced by one level (an A would become B).
- Attendance is required for the group therapy sessions: if you are absent for 1(one) or more sessions your grade for this portion of class will be reduced by one grade level (an A would become B) per absence.
- All assignments must be turned in by semester's end. **If all assignments are not turned in, university policy dictates a failed grade.**
- Guests in class will not be allowed.
- All written assignments are to be typed, composed in graduate level writing with correct spelling and grammar.

Plagiarism:

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignment.



Class Schedule	Topics	Read Prior to Class Assignment Due
Week 1- January 17	Overview of course and syllabus; Group exercise; Yalom's Therapeutic factors;	-Yalom's Therapeutic Factors (Available on Canvas under Week 1 content) -Assign presentation dates -Robb pp. 1-7; pp.75-87 -Review creation of e- portfolios for group journal.
Week 2- January 24	Group Therapy and Experiential. Discussion of leadership roles, listening skills, multicultural issues	-Corey: Chap. 1 & 2 -Robb pp. 90-106; pp.15-30 -Robb pp. 61-73
Week 3- January 31	Group therapy and Experiential. Ethics, Group stages	-Corey: Chap. 3, 4, 5 -Robb pp. 107-134
Week 4- February 7	Group therapy and Experiential. Group leader techniques Psychoanalytic, Adlerian	-Corey: Chap. 6 & 7 -Robb: pp. 46-60
Week 5- February 14	RESEARCH DAY	
Week 6-February 21	Group therapy and Experiential. Short, long term, closed, open Groups; Psychodrama, Existential	-Corey: Chap. 8 & 9 -Robb pp. 33-46
Week 7- February 28	Group therapy and Experiential. Boundaries, ground rules, rituals, Person-centered, Gestalt	-Corey: Chap.10 & 11
Week 8-March 6	Group therapy and Experiential. Transactional; Cog-Behavioral; Integrating verbal & art processes	-Corey: Chap. 12 & 13 -Robb pp. 141-146

Week 9- March 13	Spring Break: No Class	
Week 10-March 20	Final Group therapy Session Experiential. Inpatient & outpatient settings Rational-Emotive; Reality Therapy	-Corey: Chap. 14 & 15
Week 11- March 27	Solution-Focused Brief Therapy Motivation Interviewing Integration & Application	-Corey: Chap. 16 -Corey: Chap 17 & 18
Week 12-April 3	Presentations/Group Facilitation	-Group Journal and Research Paper Due
Week 13- April 10	Presentations/Group Facilitation	-Study Guide Available
Week 14- April 17	Presentations/Group Facilitation	
Week 15- April 24	Online Final Exam via Zoom	

The second portion of designated classes will consist of a group therapy session via Zoom and a responsive art therapy experiential as denoted on weekly schedule.

Evaluation and Grading:

Grades will be based upon successful completion of assignments, class attendance and participation. An 'A' grade will be given for superior performance on all assignments, active and responsive class participation and no unexcused missed classes. A 'B' grade will be given for good performance on all assignments, good class participation and no unexcused absences. The following criteria apply for course assignments:

1. all assignments must demonstrate a personal investment in the process and product,
2. must be submitted on time,
3. must conform to guidelines presented in class for each assignment,
4. every written assignment must demonstrate graduate level writing skills.

Final grades will be computed as follows:

A= 93-100	A- = 90-92,		
B+ = 87-89	B = 83-86	B- = 80-82,	
C+ = 77-79	C = 73-76	C- = 70-72	F = 69 or less

Evaluation:

Reading, class participation, attendance:	20 points
Group therapy journal, group participation:	30 points.
Research paper:	30 points.
Group paper presentation and small group facilitation:	40 points.
Final exam	30 points.
Total:	150 points

The following University wide grading system will be adhered to in computing grades for individual assignments as well as final grades:

A: 4.0; A-: 3.67; B+: 3.33; B: 3.0; B-: 2.67; C+: 2.33; C: 2.0.

General Note on Grading

The College of Education faculty members strive to implement assessment measures which utilize a variety of strategies to evaluate a student's performance in a course. For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and; plusses and minuses are recorded and distinguish distinct grade point averages.

Enrollment/Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Please refer to the current academic calendar to determine the withdrawal period for the current semester. Typically, the last day to withdraw is at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: <http://reg.wayne.edu/students/information.php>.

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-



577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious observance policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is the University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements, as suitable as possible, may be worked out.

Resources for optional inclusion:

Wayne State University Writing Center: The writing center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The writing center serves as a resource of writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The writing center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the writing website:

<http://www.clas.wayne.edu/writing/>

To submit material for online tutoring, consult the writing center HOOT website: (Hypertext One-on One Tutoring) <http://clas.wayne.edu/unit-inner.asp?WebPageID=1330>.

Client populations and/or conditions appropriate for group therapy paper and group therapy experiential presentations. If you are interested in a population not listed here please speak with the instructor for approval.

- | | | |
|----------------------------|----------------------------|--------------------------------|
| Adolescents | Adjustment disorder | Adults with specific diagnosis |
| Anxiety disorders | Autistic Spectrum Disorder | Bipolar disorder |
| Cancer /Medical Issues | Children and divorce | Acquired brain injury |
| Cultural adjustment issues | Depression | Domestic Violence: vics /perps |
| Dual diagnosis | LGTBQ | Prison populations |
| Gender identity issues | Grief & Loss | Homeless (family, individual) |
| Immigration – migration | Joblessness | Life stage adjustment |



WAYNE STATE

College of Education

Military family adjustment
Physical abuse
Sexual abuse

Palliative care
PTSD
Substance abuse

Personality Disorders
Dementia & Alzheimer's
Trauma recovery

Student learning outcomes	Program outcomes	Assignments/assessments	CACREP Competencies	CAAHEP Competencies	Assessments/Assignments
<p>Students will be able to:</p> <p>report the therapeutic factors of group therapy</p>	<p>LO 1 Art therapy students will explain art therapy history and theories</p> <p>LO4 Art therapy students will apply appropriate theoretical frameworks in the facilitation of art therapy.</p>	<p># 3 Art therapy group paper # 4 Midterm # 5 Final</p>	<p>Students will describe relevant theories to conceptualize and plan groups while identifying relevant therapeutic factors that contribute to group effectiveness. 2.6.a 2.6.c</p>	<p>eK1. Describe the theoretical foundations of group work with an emphasis on group art therapy eK2.Explain dynamics associated with group process and development eK3. List therapeutic factors and how they influence group development and effectiveness eK4. Identify types of groups and formats</p>	<p>Exam Reflection Journals</p>
<p>develop and practice group leadership skills and techniques</p>	<p>LO4 Art therapy students will apply appropriate theoretical</p>	<p># 2 Group therapy experience and reflection journal</p>	<p>1) Students will participate in a group experience for a minimum of 10 clock hours. 2.6.h</p>	<p>eS1. Develop approaches to forming groups, including recruiting,</p>	<p>Weekly participation in the group adding up to 10.5 hours total for semester.</p>



WAYNE STATE

College of Education

	frameworks in the facilitation of art therapy.			screening, and selecting members	
give examples of ethical issues and ethical practice specific to the practice of group therapy	<p>LO3</p> <p>Art therapy students will practice the professional dispositions and actions of a competent art therapist.</p>	<p># 1 Readings</p> <p># 2 Group therapy experience and reflection journal</p> <p># 3 Art therapy group paper</p> <p>#4 Exam</p>	<p>Students will demonstrate knowledge and skills learned in the Introduction to Counseling Groups course while co-leading a counseling group. See the Group Leader Evaluation Form for specific skills that will be evaluated.</p> <p>Students will identify appropriate group types and modifications based on cultural and ethical factors. 2.6.f 2.6.g 2.6.e</p> <p>Students will identify what stage a group is/will be in and will articulate how leadership characteristics and functions change based on group composition and stages. 2.6.b 2.6.d</p>	<p>eS4. Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups</p>	<p>Reflection Journals</p> <p>Exam</p> <p>Attendance in group portion and facilitation.</p> <p>Student facilitation of a group experience.</p>
apply current research and theories to group therapy and group art	<p>LO5</p> <p>Art therapy students will employ research for professional development.</p>	<p># 3 Group paper and facilitation</p> <p># 4 Exam</p>	<p>Students will describe relevant theories to conceptualize and plan groups while identifying relevant therapeutic factors that contribute to group effectiveness. 2.6.a 2.6.c</p>	<p>eS3.Consider purpose, goals, population characteristics, when designing group experientials</p>	<p>Exams</p> <p>Reflection Journals</p>



WAYNE STATE

College of Education

Student learning outcomes Students will be able to:	Program outcomes	Assignments/ assessments	CACREP Competencies	CAAHEP Competencies	Assessments/Assignments
report the therapeutic factors of group therapy	<p>LO 1 Art therapy students will explain art therapy history and theories</p> <p>LO4 Art therapy students will apply appropriate theoretical frameworks in the facilitation of art therapy.</p>	<p># 3 Art therapy group paper # 4 Midterm # 5 Final</p>	Students will describe relevant theories to conceptualize and plan groups while identifying relevant therapeutic factors that contribute to group effectiveness. 2.6.a 2.6.c	<p>eK1. Describe the theoretical foundations of group work with an emphasis on group art therapy eK2. Explain dynamics associated with group process and development eK3. List therapeutic factors and how they influence group development and effectiveness eK4. Identify types of groups and formats</p>	Exam Reflection Journals
develop and practice group leadership skills and techniques	<p>LO4 Art therapy students will apply appropriate theoretical frameworks in the facilitation of art therapy.</p>	<p># 2 Group therapy experience and reflection journal</p>	1) Students will participate in a group experience for a minimum of 10 clock hours. 2.6.h	eS1. Develop approaches to forming groups, including recruiting, screening, and selecting members	Weekly participation in the group adding up to 10.5 hours total for semester.



<p>give examples of ethical issues and ethical practice specific to the practice of group therapy</p>	<p>LO3 Art therapy students will practice the professional dispositions and actions of a competent art therapist.</p>	<p># 1 Readings # 2 Group therapy experience and reflection journal # 3 Art therapy group paper #4 Exam</p>	<p>Students will demonstrate knowledge and skills learned in the Introduction to Counseling Groups course while co-leading a counseling group. See the Group Leader Evaluation Form for specific skills that will be evaluated.</p> <p>Students will identify appropriate group types and modifications based on cultural and ethical factors. 2.6.f 2.6.g 2.6.e</p> <p>Students will identify what stage a group is/will be in and will articulate how leadership characteristics and functions change based on group composition and stages. 2.6.b 2.6.d</p>	<p>eS4. Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups</p>	<p>Reflection Journals Exam Attendance in group portion and facilitation. Student facilitation of a group experience.</p>
<p>apply current research and theories to group therapy and group art</p>	<p>LO5 Art therapy students will employ research for professional development.</p>	<p># 3 Group paper and facilitation # 4 Exam</p>	<p>Students will describe relevant theories to conceptualize and plan groups while identifying relevant therapeutic factors that contribute to group effectiveness. 2.6.a 2.6.c</p>	<p>eS3.Consider purpose, goals, population characteristics, when designing group experientials</p>	<p>Exams Reflection Journals</p>

Enrollment/Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.



- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Please refer to the current academic calendar to determine the withdrawal period for the current semester. Typically, the last day to withdraw is at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: <http://reg.wayne.edu/students/information.php>

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious observance policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is the University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements, as suitable as possible, may be worked out.

Resources for *optional* inclusion:

Wayne State University Writing Center: The writing center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General

Education courses, including composition courses, receive priority for tutoring appointments. The writing center serves as a resource of writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The writing center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the writing website:

<http://www.clas.wayne.edu/writing/>

To submit material for online tutoring, consult the writing center HOOT website: (Hypertext One-on One Tutoring) <http://clas.wayne.edu/unit-inner.asp?WebPageID=1330>.

Technology Access and Support:

- Because this is a [WEB, SYNC, hybrid] course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office (available at no charge to students), and the [Canvas, Zoom, MS Teams] app (also free to students) [and Java, Flash, QuickTime, Adobe Reader, Preview on Mac]. For assistance with Canvas, see C&IT's Student Intro to Canvas Course and Comprehensive Student Guide. For assistance with any of these technology issues, contact C&IT Helpdesk M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.
- Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See Equipment Checkout Policy and Procedures. The University Libraries also have computer labs in several campus locations.

Support for Online Learning

- "**The Effective Online Learner**" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's Learn Anywhere** webpage provides resources and tips for taking online courses. **WSU's Academic Success Center** offers resources for improving study skills, building study groups, and similar activities. The **Study Skills Academy** offers **free study skills counseling** and other services.

Sexual Misconduct and Title IX

- **Please choose one option that best meets your needs from the three options provided below.**
- **Option 1: Sexual Misconduct and Mandatory Reporting**
- Wayne State University is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and



professionalism. Sexual misconduct and relationship violence in any form are counter to the University's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are **required to report** incidents of sexual misconduct and relationships violence. If you or someone you know has been impacted by sexual assault, dating/domestic violence, stalking or sexual harassment, please visit [TitleIX.wayne.edu](https://www.wayne.edu/titleix) to learn more about resources and support on campus and in the local community.

- **Option 2: Sexual Misconduct and Mandatory Reporting**

- Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.
- Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.
- Please be advised: Most faculty and staff are considered "**Responsible Employees**" and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.
- Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the **Rape, Abuse & Incest National Network (RAINN)**. Call **1-800-656-4673** or **Chat** online with a professional support specialist.
- Please visit [TitleIX.wayne.edu](https://www.wayne.edu/titleix) to learn more about resources and support on campus and in the local community.

- **Option 3: Sexual Misconduct and Title IX--Rights, Resources, and Reporting Options**

- Title IX is a federal law that prohibits discrimination based on sex in all University programs and activities. Title IX and University Policy prohibit all forms of sex discrimination, including sexual and gender-based harassment, sexual assault, intimate partner violence, and stalking.
- **Mandatory Reporting Requirement for Faculty and Staff**
- Wayne State University is committed to providing a safe and non-discriminatory environment for all University community members and to cultivating a culture of respect. In order to ensure that students are making informed decisions about sharing their personal experiences, it is important to note that most WSU faculty and staff are **required to report** any information they receive about an incident involving sexual misconduct to the university's Title IX Director.



- **Confidential Support**
- **Counseling and Psychological Services**
(CAPS) provides **free** and **confidential** counseling services to currently enrolled students.
Phone: 313-577-3398
Crisis & Referral Line (nights/weekends/university closures): 313-577-9982
- **Rape, Abuse & Incest National Network**
(RAINN) provides **free** and **confidential** support and information 24/7.
Phone: 1-800-656-4673
Chat: Confidential Chat Line
- **Options for Reporting Sexual Misconduct**
- Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.
- ***Reporting to the University***
- **The Title IX Office** is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.
Phone: 313-577-9999
Email: TitleIX@wayne.edu
- ***Reporting to Law Enforcement***
- **The Wayne State University Police Department** is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.
Phone: 313-577-2222
- **Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.**
- If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.