

Course Syllabus: Practice II
SOWK 3833 TR 8:00-9:20 Centennial Hall 101
Spring 2023 January 17-May 13, 2023

Contact Information

Instructor: Dee Lambert

Office: Centennial Hall # 450 C

Office Hours: By Appointment

Office Phone: 940-397-2854

E-mail: dee.lambert@msutexas.edu

Course Description

Students learn generalist practice skills, theory, and knowledge about group processes. Experiential learning provides opportunity to learn group leadership skills and to experience group dynamics. Research, theory, practice skills, and experiential learning provide an integrative learning experience.

This course is designed to develop skills and techniques necessary for generalist practice with individuals in the group setting and with groups. The course provides both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society.

A study of the knowledge, skills, values, and ethics required for generalist social work practice with groups, organizations, and communities. Using social systems, strengths, and empowerment perspectives, groups, organizations, and communities are viewed within the larger social context with emphasis on cultural competency and strategies for addressing the needs of various group, organizational, and community structures.

This course will be taught through small group discussions, audiovisual presentations and lectures. Students are expected to attend classes and to actively participate in discussions. The expectation is that students will have read the assigned reading to facilitate class dialogue and interactions.

Course Delivery

This course has been planned as a fully face-to-face course for Spring 2023. In times of increased community illness that could result in quarantine, face coverings are strongly recommended. The class will meet in its regularly scheduled rooms all scheduled days. Students with health concerns or any symptoms of illness should not attend in person but rather **communicate with the professor in advance** so that they may attend live classes via zoom. Students attending by Zoom without medical need will be given a daily participation grade of zero.

If Midwestern State University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible course delivery or course format will change. Should that be necessary, students will be advised of the changes

Course Objectives

Upon completion of the course, the students should be able to:

1. Demonstrate knowledge of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (Knowledge, Skills, Cognitive & Affective Processes)
2. Recognize group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles. (Knowledge, Values, Skills, Cognitive & Affective Processes)
3. Examine theories of group counseling, including commonalities, distinguishing characteristics and pertinent research and literature. (Knowledge, Skills)
4. Demonstrate knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods of evaluation of effectiveness. (Knowledge, Values, Skills, Cognitive & Affective Processes)
5. Evaluate one's own professional use of self in working with groups, organizations, and communities. (Knowledge, Values, Skills, Cognitive & Affective Processes)
6. Demonstrate knowledge with the wide variety of diverse and vulnerable populations and types of treatment groups being used. (Knowledge, Values)
7. Utilize critical thinking skills, and conceptual frameworks to engage, assess, intervene, and evaluate groups. (Knowledge, Skills, Cognitive & Affective Processes)

Core Competencies	Course Objectives	Practice Behaviors	Assignments
Demonstrate Ethical and Professional Behavior	All course objectives	Practice personal reflection and self-correction; attend to professional roles and boundaries	Reading, homework, in class discussion and practice exercises, quizzes, final exam, Group Reflection, & group proposal assignment & group proposal presentation
Engage Diversity and Difference in Practice	All course objectives	Apply self-awareness and self-regulation to manage in the influence personal biases and values;	Reading, homework, in class discussion and practice exercises, quizzes, final exam, Group Reflection, & group proposal assignment & group proposal presentation

Advance Human Rights and Social, Economic, and Environmental Justice	All course objectives	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level	Reading, in class discussion & practice exercises. Exams, Group Reflection, & group proposal assignment & group proposal presentation
Engage in Practice-Informed Research and Research-Informed Practice	Course objectives 1, 2, 3, & 5	Distinguish, appraise, and integrate multiple sources of knowledge	Reading, in class discussion & practice exercises Homework exercises Quizzes, Final exam Group proposal assignment
Engage in Policy Practice	Course objective 1	Identify social policy at all level that affects well-being, service delivery, and access to social services	Reading, homework, in class discussion and practice exercises, quizzes, final exam, Group Reflection, & group proposal assignment & group proposal presentation
Engage with Individuals, Families, Groups, Organizations, and Communities	All course objectives	Demonstrate understanding to apply theoretical framework knowledge and use of empathy, reflection and interpersonal skills; effectively engage diverse clients and constituencies	Reading, homework, in class discussion and practice exercises, quizzes, final exam, Group Reflection, & group proposal assignment & group proposal presentation
Assess Individuals, Families, Groups, Organizations, and Communities	All course objectives	Collect and organize data and apply critical thinking, analyze assessment data, develop goals and objectives	Reading, homework, in class discussion and practice exercises, quizzes, final exam, Group Reflection, & group proposal assignment & group proposal presentation

Intervene with Individuals, Families, Groups, Organizations, and Communities	All course objectives	Critically choose and implement intervention to achieve practice goals	Reading, homework, in class discussion and practice exercises, quizzes, final exam, Group Reflection, & group proposal assignment & group proposal presentation
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	All course objectives	Select and use appropriate methods for evaluation outcomes	Reading, homework, in class discussion and practice exercises, quizzes, final exam, Group Reflection, & group proposal assignment & group proposal presentation

TEXTBOOK & INSTRUCTIONAL MATERIAL

Zastrow, C.H., & Hessenauer, S.L. (2019). Social Work with Groups: Comprehensive Practice and Self-Care (10th ed.) Cengage Learning.

List Price: 77.49 Digital Book (prices may vary depending on the vendor)

Class Participation

It is expected that students will contribute to the maintenance of a healthy learning environment, by paying attention to lectures, to fellow students' contributions in the class and by not being disruptive in class. It is expected that students actively participate in class discussions and exercises. It is also expected that everyone who shares ideas/views is respectful of others' time and ideas/views. We could agree to disagree, but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures by raising pertinent questions, by contributing relevant ideas and by sharing relevant examples. Students will be expected to read all the assigned materials prior to class and be prepared to engage in class discussions related to the class topics.

Laptop and Cell Phone regulation

No Photographing, recording, text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on vibrate. Please do not surf the internet or listen to music while in class. Please note that using electronic devices during class time will have an adverse impact on participation grade.

Writing Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Grading

Table 1: The student's achievement will be evaluated based on written assignments, quizzes, exam, class participation, and class presentation.

Assignments	Weight
Discussion/Homework	20%
Assignment 1	20%
Assignment 2	20%
Quizzes	20%
Final Exam	20%

Table 2: Weighted average will be used to calculate final grade.

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. Students must repeat social work courses in which they receive a grade of D or F.

Course Instruction Methods and Policy

This course will be taught mostly through group discussions and some lectures. It is the responsibility of the student to attend and take notes of the lecture read the assigned chapters and complete assignments, homework, and test on dates they are due. Missed assignments and exams cannot be made up if missed. A grade of zero (0) will be recorded.

Course Assignments

Students will be required to complete assigned reading, quizzes, discussion homework and participation in class. There will be 10 quizzes and a final exam. The quizzes and final exam will consist of multiple-choice questions. Your quiz will be open every Thursday at 5:00pm and will close every Saturday by 11:30pm. Homework assignments will be completed on the discussion board. Homework will be worth 10 points, 5 for completing it on the discussion board and 5 for discussing the homework assignment in class. Students will also have two group proposal assignments to complete. Review the rubric posted in D2L for each assignment.

Please read the course schedule for dates of assigned reading, quizzes, homework, assignments, and final exam.

Assignment # 1: Group Proposal-Due March 25

Develop a proposal for a group. Proposals should be written in an APA style paper that describes the group's purpose, what the group's specific and measurable goals and objectives are including plans for evaluation of how well they were met, and who the targeted membership will consist of.

Proposals must answer the following questions:

What is the reason to start the group?

What type of group will it be? (Task group, educational group, support group etc.)

What is the group criteria? (Who would benefit, age, how many can be in the group)

Who will lead the group? (What type education, credentials if any will they have)

Is the group going to be open or closed?

What is the length of group? (Ongoing or specific number of group sessions, how often will it meet)

What curriculum will be used for the group? (What will it consist of, evidence base and cite resources?)

Where will the group meet? How will this space allow confidentiality?

What will the group expenses be and how will they be funded?

How does the targeted person complete the group?

What does the termination phase consist of?

Assignment 2: Group Proposal Presentation-Due April 29th

You will present a **Power Point** of your group proposal to the class as if you were seeking approval from a committee or board to begin conducting the group. Presentation grades will include consideration of the quality of information presented, feasibility of the plan, attending behavior of the presenter(s), effective use of relevant aids to enhance the message (such as PowerPoint, handout), audience engagement (including opportunities for questions), and effective use of time (8-12 minutes).

Desire-to Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials and general course information. You can log into D2L through the MSU Homepage. Please email D2Lhelp@msutexas.edu if you require any assistance.

Social Work Program Attendance Policy

Students are allowed three excused absences as defined by the MSU absence policy. For an absence to be excused the student must inform the instructor of the reason for the absence and provide documentation supporting the need for the class absence. A student who has missed five classes (including the three excused absences) will receive a lower letter grade. After six absences the student will be dropped from the class. If the sixth absence were to happen after the last day for "W", the student will receive a grade "F."

It is expected that students attend every class. If unable to attend class, please inform the instructor before the class starts (or before class time). If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that for each "uninformed class absence" 5 points will be taken off the final points. Please note that the instructor should be informed directly via email or office phone. In case of an emergency, please inform the instructor as soon as possible. Coming late to class and leaving early from class without any prior notice will also have an adverse impact on attendance and participation grades. Students are expected to attend all meetings of this class. If unable to attend class, the instructor should be notified via email prior to class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Too many absences, uninformed absences, coming to class late or leaving class early will have an adverse impact on your attendance and participation grade. Please see the Student Handbook for MSU's absence policy.

All students registered for course are expected to adhere to the responsibilities, and behavior as articulated in both the Student Handbook and the NASW (National Association of Social Workers) Code of Ethics.

Students are expected to behave in an ethical and professional manner. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors during class.

It is the expectation that students will have read the assigned reading prior to class. Students are expected to actively participate in class discussions using appropriate verbal and non-verbal communication skills. Lack of participation will have an adverse impact on your attendance and participation grade.

Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. I generally have a **zero-tolerance policy for cheating or plagiarism**, and violations will result in substantial penalties including a failing grade on the assignment with no make-up opportunity and/or a referral to the Dean of Students. Repeated **accidental or willful cheating or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to always display professional decorum. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*

2. **Respect:** Treat all your peers, your instructors and all those you encounter with dignity and respect at all times.
*Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
*Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
*Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignments.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
*Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback
Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.*

7. Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

8. Social Justice: Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. **Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.** For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*"

which may be electronically accessed via the University police department's webpage:
["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Weeks & Dates	Topic	Reading & Assignments
Week 1 January 17 - January 21	Group Types and Stages of Development	- Chapter 1 - Quiz 1 - Homework
Week 2 January 22 - January 28	Social Group Work and Social Work Practice	- Chapter 2 - Quiz 2
Week 3 January 29 - February 4	Groups Dynamics: Leadership	- Chapter 3 - Quiz 3 - Homework
Week 4 February 5 - February 11	Group Dynamics Goals and Norms	- Chapter 4 - Quiz 4
Week 5 February 12 - February 18	Verbal and Nonverbal Communication	- Chapter 5 - Quiz 5
Week 6 February 19 - February 25	Task Groups	- Chapter 6 - Quiz 6 - Homework
Week 7 February 26 - March 4	Working with Diverse Groups	- Chapter 7 - Quiz 7 - Homework
Week 8 March 5 - March 11	Self-Help Groups (Speaker March 9th)	- Chapter 8 - Quiz 8 - Homework, Group Reflection
Week 9 March 12 - March 18	Spring Break	
Week 10 March 19 - March 25	Social Work with Families	- Chapter 9 - Quiz 9 - Proposal due March 25
Week 11 March 26 - April 1	Organizations, Communities, and Groups	- Chapter 10 - Quiz 10 - Homework
Week 12 April 2 - April 8	Educational Groups: Stress Management and Time Management as Examples	- Chapter 11 - Homework
Week 13 April 9 - April 15	Treatment Groups (Speaker April 13th)	- Chapter 12 - Homework

Weeks & Dates	Topic	Reading & Assignments
Week 14 April 16 – April 22	Treatment Groups with Diverse and Vulnerable Populations	- Chapter 13 - Homework
Week 15 April 23 – April 29	Termination and Evaluation of a Group	- Chapter 14 - Homework - Power point due April 29
Week 16 April 30 – May 6	Group Proposal Power Point Presentations	- Present proposals
Week 17 May 7 – May 13	Final Due May 9th by 5:00pm	Over Chapters 11, 12, 13, 14