Course Syllabus: Practice II
College of Health Sciences and Human Services
SOWK 3833 TR 8:00-9:20AM Centennial Hall 101
Fall 2025: August 25-December 4, 2026
3 Credit hours

Contact Information

Instructor: Sarah Olson, LCSW
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Course Description

Students learn generalist practice skills, theory, and knowledge about group processes. Experiential learning provides an opportunity to learn group leadership skills and to experience group dynamics. Research, theory, practice skills, and experiential learning provide a integrative learning experience. This course is designed to develop skills and techniques necessary for generalist practice with individuals in the group setting and to help facilitate 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 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 how they are viewed within the larger social context with emphasis on cultural competency and strategies for addressing the needs of various groups, organizational and community structures. This course will be taught through small group discussions, audio visual presentations and lectures. Students are expected to attend class and to actively participate in discussions.

Course Objectives

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. 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)*
4. Evaluate one's own professional use of self in working with groups, organizations, and communities. *(Knowledge, Values, Skills, Cognitive & Affective Processes)*
5. Utilize critical thinking skills, and conceptual frameworks to engage, assess, intervene and evaluate groups. *(Knowledge, Skills, Cognitive & Affective Processes)*
6. Examine theories of group counseling, including commonalties, distinguishing characteristics and pertinent research and literature. *(Knowledge, Skills)*

***Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.**

Core Competencies	Course Objectives	Practice Behaviors	Assignments
Demonstrate Ethical and Professional Behavior	All the course objectives	Practice personal reflection and self-correction; attend to professional roles and boundaries	All the assignments and class exercises, Assignment #2
Engage in Practice Informed Research and Research informed Practice	1, 2, 3 & 5	Distinguish, appraise, and integrate multiple sources of knowledge	Assignment # 2
Engage with, Assess, Intervene, and Evaluate Individuals, Families, Groups,	All the course objectives	Prepare for action with groups, organizations, and communities; collect, organize, and interpret client data; select appropriate intervention	All the assignments, reading quizzes, final exam, class exercises, and

Organizations, and Communities		strategies; implement prevention interventions; critically analyze, monitor, and evaluate interventions	class presentations

Textbook & Instructional Materials

Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: process and practice* (10th ed.) Cengage Learning.

- **List price: $39.99(rental) -250.95** (prices may vary depending on the vendor). There also appears to be a "subscription" for Cengage every 6 months at least.

Tate, C. (2020). *Group*. Avid Reader Press. **List price. Amazon $9.23**

Study Hours and Tutoring 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. Office of Student Conduct

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information.

Get started on this Moffett Library webpage to explore these resources and learn how to best utilize the library.

Grading

Course Grade - List all graded assignments with their point value and or percentage of total grade.

Table 1: Points allocated to each assignment

Assignments	**Percentages**
Assignments	Weight
Quizzes (10 quizzes averaged for total)	20%
Class Participation	15%
Assignment 1-Reflection on *12 Angry Men*	15%
Assignment 2– Reflection on Tate Book *Group.*	20%
Assignment 3- Group Proposal (80% is paper, 20% presentation.	20%
Final Exam	10%

Table 2: Letter Grade Grading Scale

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

Quizzes

If you give quizzes, provide details such as how many, due dates, their point values or percentage of the overall grade, when they are scheduled, and whether or not they are timed. These will appear on the Course Schedule in more detail.

Projects Required

Three Assignments due throughout the semester.

APA style formatting is required for all written work in this course. Be sure to use appropriate APA style citations for any information you take from the textbook, handouts, lectures, reference materials, websites, or other outside sources while completing written assignments. Bookmark Purdue Owl or another APA website on your laptop.

ASSIGNMENT #1: Reflection Paper: The Group Process- *Twelve Angry Men*

Watch the movie titled, "Twelve Angry Men," (1957 cast). The DVD is available in reserve at the library. You may also be able to find on streaming services and appears free on Tubi. After you view the movie, write a paper incorporating your thoughts concerning the movie incorporating the questions below. The questions will act as a spring board for the discussion of the movie and its application to the group process.

The paper should be between 3 to 4 pages (not counting title and reference pages). Even if you do not use any other sources than the movie, the movie still gets cited.
The questions:
Identify the group purpose, tasks, goals and norms.
Identify the group members' roles that emerge (i.e., leader, clown, peacemaker etc.)

Note the power structure- who influences whom? The communication structure- who talks to whom? The subgroups (cliques) that form?
Identify the stages of group development. (Pages 149-150 of the textbook may be helpful with this. Be sure to reference where you found the stages of group development model that you use in your writing.)
Note the group process (e.g., changes in conditions that take place such as the nature of the interactions, individual goal changes, values, etc.)

Assignment 2 *Group*, by Christie Tate
3-4 pages, not including cover and reference pages. You may use first- and second-person language, such as "I, me, you."
1, Write a thoughtful response to your perception of the book overall. Does this change your perception of group therapy and why?
2. What surprised you about this book?
3. What do you think about Dr. Rosen's practice?
4. What would you have done differently if you were running the group Christie was in?

Assignment 3 Part 1: Develop a group!
Develop a proposal for a group you would like to run. Something you are interested in or something that is needed. (Specify if it is a task group, educational group, psychodynamic, etc). Provide all necessary information consideration of group establishment. **This assignment will be done independently, so if you choose this can be part of your Senior Portfolio for Field.** 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:
-Who will the designated leader be?
-Will group membership be open or closed?
-What is the length that the group will be expected to meet for?
-What curriculum will you use? What will it consist of? Is it evidenced based?
-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?
Please refer to page 153 of the textbook for additional guidance. This needs to be a minimum of 3-4 pages of content, not including title and reference pages.

Assignment 3 Part 2

Please turn in your Power Points, Canva or Handouts as part of your assignment based on your Assignment 3 Part 1.

Final Exam

Closed book, closed note, multiple choice on a laptop or Ipad. Cumulative material. There will be a study guide. The final exam will consist of multiple-choice questions, true or false statements, and short answer or essay questions. Since class instruction will be based on the text as well as materials from other sources, what is presented in class will be included in the final exam. **Students have to put their cell phones away and turned off, along with no smart watches and headphones.** All personal items will be placed in the front of the classroom during Final exam. Final is scheduled for December 10, 2026, at 8am.

Extra Credit

There will be some possible extra credit opportunities. First option for extra credit is to write two pages comparing the newer Version of *12 Angry Men* to the original one.
Another option is a reflection paper 3 pages on *Short Term 12.*

Make Up Work/Tests/Assignments

Each day one of the 3 assignments is late, a half-grade will be deducted until turned in, unless you have contacted the Instructor.
Quizzes cannot be made up. Once D2L closes, that is it, unless you have circumstances that have gone through documentation with the Dean of Students

Important Dates

- Last day for term schedule changes: Check date on Academic Calendar.
- Deadline to file for graduation: Check date on Academic Calendar.
- Last Day to drop with a grade of "W:" Check date on Academic Calendar.
- Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive 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 primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance/Expectations in Class/Participation/Ethics

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

It is necessary 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. Additionally, there may be some Discussions posted on D2L that will count as part of your Participation points. 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. This is an 8am class, so engaging is important. Instructor 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.

Students are expected to display professional decorum at all times. 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.

Late Work

All assignments must be submitted on time. Students who need additional time to complete assignments must meet with the instructor at least one class session prior to the assignment due date to discuss the accommodations that need to be made. It is the student's responsibility to request this meeting.

Late work will be penalized ½ letter grade per 24-hour period. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment. You should get with the instructor as soon as possible if an emergency occurs interfering with your ability to meet a due date.

Online Computer Requirements

Taking most classes requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and Quizzes are due by the due date, and personal computer technical difficulties and internet difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer or internet being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Recording Classes

Recording classes is generally prohibited without the professor's explicit permission. Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

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 a100% 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. As described below, two formulas (federal and state) exists 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 Student Wellness Center, (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.

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the Student Emergency Support and Resources webpage to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated

Pregnancy and Parenting Liaison to discuss support available through the University.

College Policies

Obligation to Report Sex Discrimination under State and Federal Law
Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit
https://msutexas.edu/titleix/

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

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.

Campus Carry
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 MSUReady – Active Shooter. 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."*

Grade Appeal Process
Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Practice II Course Schedule
(The instructor reserves the right to adjust the syllabus and assignment schedule as needed.)

Week & Dates	Chapters	Date Due
Week 1 August 25– August 30	**Course Introduction.** -Discussion of course assignments - Ch. 1: Introduction to Group Work -Read first 5 chapters of *Group*	- Quiz 1 Corey Chapter 1 **Due Aug. 30 by 11:30pm**
Week 2	- Ch. 2: The Group Counselor -Chapters 5-10 *Group*	- Quiz 2 Corey Chapter 2

Week & Dates	Chapters	Date Due
August 31 – September 6		**Due September 6 by 11:30pm**
Week 3 September 7 – September 13	- Ch. 3: Ethical and Legal Issues in Group Counseling -Chapters 11- 15 finish Part 1 of *Group by Tate*	No Quiz due
Week 4 September 14– September 20	- Ch. 3: Ethical and Legal Issues in Group Counseling (cont.) -Chapters 16-20 of *Group*	**-**Quiz 3 Corey Chapter 3 **Due Sept. 20 by 11:30pm**
Week 5 September 21– September 27	- Ch. 4: Theories and Techniques of Group Counseling (cont.) **2 weeks on Chapter 4 Corey**	-**Assignment #1 due Due September 27 by 11:30pm**
Week 6 September 28– October 4	Ch. 4: Theories and Techniques of Group Counseling (cont.) **-Chapters 21-24 Tate**	-Quiz 4 Corey Chapter 4 **Due October 4 by 11:30pm**
Week 7 October 5 – October 11	- Ch. 5 Forming a Group -**Chapters 25-27 Tate**	No Quiz due
Week 8 October 12– October18	- Ch. 5 Forming a Group (cont.) -**Chapters 28-30Tate**	-Quiz 5 Corey Chapter 5 **Due October 18 by 11:30pm**

Week & Dates	Chapters	Date Due
Week 9 October 19– October 25	Ch. 6: Initial Stage of a Group -Chapters 31-33	-Quiz 6 Corey Chapter 6 **Due October 25 by 11:30pm**

Week & Dates	Chapters	Date Due
Week 10 October 26- November 1	- Ch. 7: Transition Stage of a Group -Chapters 34-36 Tate	- Quiz 7 Corey Chapter 7 **Due November 1 by 11:30pm**
Week 11 November 2 – November 8	- Ch. 8: Working Stage of a Group **-Chapters 37-39 Tate**	- Quiz 8 Corey Chapter 8 **Due November 8 by 11:30pm**
Week 12 November 9- November 15	Ch. 9: Final Stage of a Group -Chapter 40-Postscript	-**Quiz 9 Corey Chapter 9 Due November 13 by 11:30pm** - **Assignment #2: *Group* by Tate due November 13 by 11:30pm**
Week 13 November 16- November 22	- Ch. 10: Groups in School Settings	- Quiz 10 Corey Chapter 10 **Due November 22 by 11:30pm**
Week 14 - November 23- 29-	-NO CLASS Thursday NOVEMBER 26 **Quiz 11 due November 29 by 11:30pm on Chapter 11: Groups in Community Settings**	
Week 15 November 30- December 4	-**LAST WEEK OF CLASSES** -**Class Presentations Dec. 1** **-** Catch up and Review for Final	Each presentation is 10-15 minutes. Turn in Power Points as part of

Week & Dates	Chapters	Date Due
		assignment and use them for presentation. ***Assignment #3 (paper portion) due November 30. Turn in slide shows with presentations on Dec. 1***
Week 16 December 7 - December 11	**-FINAL EXAM Week**	**Final Exam. December 10 at 8am.**

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.

Practice II

STUDENT COURSE AGREEMENT

Please review the course syllabus. Once you have read and understand the syllabus and all faculty expectations, please sign and return this agreement. Please pay special attention to attendance and late/make-up work policies as well as the Instructor Class Policies and Professional Expectations of Student Behavior sections. If you have any questions, please do not hesitate to contact me at sarah.olson@msutexas.edu

This agreement of understanding should be completed only after thoroughly reading the course syllabus. Sign, date & return this document to Instructor Olson by the second week of semester.

_____ _____

Semester Printed Student Name

I have read and understand the syllabus and faculty expectations for this course. I agree to come to class prepared and to participate fully in this course.

_____ _____

Date Signature