



Course Syllabus: Practice II  
College of Health Sciences and Human Services  
SOWK 3833 TR 8:00-9:20AM Centennial Hall 101  
Spring 2025: January 21, 2025-May 9, 2025  
3 Credit hours

### **Contact Information**

**Instructor:** Sarah Olson  
**Office:** Centennial Hall #450  
**Office hours:** by appointment or Zoom meetings by appointment  
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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 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 2025. 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.

### Course Objectives

Upon completion of the course, 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. 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 commonalities, distinguishing characteristics and pertinent research and literature. (*Knowledge, Skills*)

<b>Core Competencies</b>	<b>Course Objectives</b>	<b>Practice Behaviors</b>	<b>Assignments</b>
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
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, Organizations, and Communities	All the course objectives	Prepare for action with groups, organizations, and communities; collect, organize, and interpret client data; select appropriate intervention strategies; implement prevention interventions; critically analyze, monitor, and evaluate interventions	All the assignments, reading quizzes, final exam, class exercises, and 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).

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

• **List price: \$34.99** (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.

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 must appear on video for the entire duration of the class.**

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

### **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. Also, very importantly, **during the final in May** we will have all cell phones, headphones, ear buds, Air Pods, and smart watches put away and turned off and put them at the front of the classroom.

### **Writing Assistance**

Begin drafting assignments as early as possible and take advantage of the [TASP Learning Center](#). Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is to provide the necessary support to help students achieve academic success. Students are invited to bring any kind of writing to a session with a writing tutor. They do not provide an editing service; instead, they offer feedback and support to help writers develop into more effective communicators.

### **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 individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

### **Social Work Program Attendance Policy**

Students are expected to attend all meetings of this class. If unable to attend class, please inform the instructor directly via email or office phone before the class start 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” a 0 will be assigned for the class period participation grade. Coming late to class, inattentive or disruptive behavior during class (including inappropriate cellphone use) and leaving early from class will have an adverse impact on attendance and participation grade.*

Students are allowed three excused absences as defined by 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. Please note that for each absence beyond the 4<sup>th</sup>, 5 points will be taken off from the student’s final course (average) grade. *A student who has missed six classes (including the three excused absences) will receive a full lower letter grade (10 points). After six absences the student will be dropped from the class.*

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

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## 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.

This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or **using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.)**. I have a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion** and violations will result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students. Repeated **accidental or willful cheating, plagiarism, or collusion 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. The use of TurnItIn plagiarism and AI checker will be assisting in grading to assure the plagiarism and AI policies are followed appropriately.

*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a 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 in the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!** 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](#)

## 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 come in contact with, 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 assignment.*  
*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 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.*

## **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. The Liaison can be reached by emailing [ruby.garrett@msutexas.edu](mailto:ruby.garrett@msutexas.edu) or calling 940-397-4500. Should a student communicate with me that they are pregnant or have a pregnancy related condition or may need additional resources related to pregnancy or parenting, I will communicate that student's information to the Title IX Coordinator, who will work with the student and others, as needed, to ensure equal access to the University's education program or activity.

A pregnant student, a parenting student, or a student with pregnancy-related conditions may be provided with supportive measures, based on the student's individualized needs, analogous to those provided to a student with a temporary medical condition, and provided such supportive measures do not fundamentally alter the nature of an education program or activity. Such supportive measures may include, but are not limited to:

*For pregnant students:*

- (1) Providing breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom;
- (2) Excusing intermittent absences to attend medical appointments;
- (3) Providing access to online or homebound education, including the providing of access to instructional materials and video recordings of lectures (to the extent such materials, recordings are made available to any student with an excused absence);
- (4) Facilitating changes in schedule or course sequence, including extensions of time for coursework and rescheduling of tests and examinations and/or providing opportunity to make up missed assignments/assessments (such time extensions shall be applied in the same manner as the University grants and provides ADA/504 accommodations for additional time);
- (5) Allowing a student to sit or stand, or carry or keep water nearby;
- (6) Offering counseling;
- (7) Facilitating changes in physical space or supplies (for example, access to a larger desk or a footrest);



(8) Allowing the student to maintain a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals or unborn children;

(9) Providing elevator access;

(10) Facilitating a voluntary leave of absence from the University if the student is in good academic standing at the time the student takes a leave of absence, and facilitating a return to the student's degree or certificate program without being required to reapply for admission if the student remains in good academic standing; or

(11) Making other necessary changes to policies, practices, or procedures.

*For Parenting Students:*

(1) Facilitating priority registration to the extent the University provides early registration for any other group of students; or

(2) Facilitating a voluntary leave of absence from the University if the student is in good academic standing at the time the student takes a leave of absence and facilitating a return to the student's degree or certificate program without being required to reapply for admission.

## **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](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at  
[https://cm.maxient.com/reportingform.php?MSUTexas&layout\\_id=6](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/>

## Grading

**Table 1:** The student's achievement will be evaluated on the basis of written assignments, class exams, class participation, and class presentation.

Assignments	Weight
Quizzes (10 quizzes averaged for total)	20%
Class Participation	10%
Assignment 1-12 Angry Men	25%
Assignment 2- Group Proposal	25%
Final Exam	20%

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

Grade	Points
A	90-100
B	80 to 89
C	70 to 79
D	60 to 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. *Social work students must repeat social work courses in which they receive a grade of D or F.*

## Homework

Questions may be assigned for selected chapters to be answered and handed in at the next class. I also may require you to watch some videos in between classes. There are LOTS of videos that pertain to Group Therapy either on YouTube or series such as *Laudermilk* and *Breaking Bad* on Netflix. I like supplementing our lectures with videos to engage students and make things relevant.

## Quizzes

Quizzes will be completed outside of class through D2L. Students will complete weekly quizzes by **11:30 pm on Sundays** based on the required book chapters and lectures as indicated in the class schedule. Assigned reading should be completed before beginning each quiz. The **quizzes are open book and notes**, but there will be limited time to complete them. **DO NOT ASK TO RE-TAKE A QUIZ OR OPEN A QUIZ YOU MISSED. No requests for late access will be considered** unless the student has submitted documentation through the Dean of Student's office proving incapacitation for the entire week that the quiz was available. **Ten quizzes will be required.** Eleven quizzes will be available and students completing all 11 will have their lowest quiz grade dropped. Anything presented via assigned readings or in class may be included in quizzes.

## Final Exam

There will be a final exam that is **closed book and note**. 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, that will be up at the front of the classroom against the wall or on the front desk.**

## Projects Required

**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. There are so many resources for APA, Purdue Owl, other online resources and a good old fashioned APA book!**

### **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 free on Tubi. If you are struggling to find it for free, please contact Instructor Olson. After you view the movie, write a paper incorporating your thoughts concerning the movie incorporating the questions below. The questions will act as a springboard for the discussion of the movie and its application to the group process. **You also should use your textbook for some reference.**

The paper should be between **3 to 4 pages (not counting title and reference pages)**. Due to the nature of the paper, references may not be needed, however if used (including your text book) outside information it must be cited and referenced as required by APA. In order to write a better paper, it would be advisable to follow and create headings and sections based on the following questions.

#### **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.).

Any other observations?

For extra credit-compare this movie to the 1997 one.

### **Assignment # 2: Group Proposal (80% of Assignment)**

Develop a proposal for a group (specify if it is a task group, educational group, psychodynamic, etc.) providing all necessary information for consideration of group establishment. This assignment is done alone, unless we come to a class majority agreement that this will be a group project. One reason for this is for this to be part of your Senior Portfolio as a singular writing assignment.

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 evidence 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 text for additional guidance. This needs to be minimum of 4 pages of content, not including title and reference pages. Be advised, just because a syllabus gives a paper limit, does not mean you cannot expound beyond that.

### **Assignment 2, Part 2: Group Proposal Presentation (20% of Assignment)**

You will present 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).

#### **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 time 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.

#### **EXTRA CREDIT**

I would love for everyone in this class to attend a group such as an open AA meeting or a support group to observe. At this time, I cannot require this at the time. If you attend, I need to know when and where the group was held, along with some general topics and observations you have about the group. This should be 1-page typed synopsis of observation, with not using group member identifying names, perhaps initials or something such as Person1 Person2, etc.

#### **Make Up Work/Tests**

Make up work will only be considered in cases of university excused absences or verifiable emergencies. Students will not be allowed to take make up exams after the original exam has been

given. If you cannot take the exam on the required day and time, you must make arrangements in advance to take it PRIOR to the scheduled administration of the exam.

### **Important Dates**

**Deadline to file for graduation:** February 17

**Last Day to drop with a grade of “W:”** March 24

### **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. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

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 at the Discretion of Instructor**

**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.**

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

Week & Dates	Chapters	Assignments
Week 1 January 21 – January 26, 2025	<b>Course Introduction.</b> Review Syllabus Discussion of course assignments - Ch. 1: Introduction to Group Work	- <b>Quiz 1 Sunday, January 26</b>
Week 2 January 27- February 2, 2025	- -Ch. 2: The Group Counselor	- <b>Quiz 2 Chapter 2, Sunday, February 2</b>
Week 3 February 3-9, 2025	- Ch. 3 Ethical and Legal Issues in Group Counseling	No Quiz
Week 4 February 10-16, 2025	- Ch. 3: (continued) Ethical and Legal Issues in Group Counseling	- <b>Quiz 3 Chapter 3 Sunday, February 16</b>
Week 5 February 17-23, 2025	- Ch. 4: Theories and Techniques of Group Counseling	- No Quiz
Week 6 February 24-March 2, 2025	- Ch. 4: (continued)Theories and Techniques of Group Counseling	- <b>Quiz 4 Chapter 4, Sunday, March 2</b>
Week 7 March 3– March 9, 2025	- Ch. 5 Forming a Group If you are a Policy student, March 7 is SWAD in Austin. It is required for Policy.	--
, March 10-14, 2025	SPRING BREAK March 10-14 No classes!	
Week 8 March 17-23, 2025	- Ch. 5 (continued) Forming a Group	- <b>Assignment #1 due Sunday, March 23. Quiz 5 on Chapter 5, Sunday, March 23</b>



Week & Dates	Chapters	Assignments
Week 9 March 24-30, 2025	Ch. 6: Initial Stage of a Group	<b>Quiz 6 on Chapter 6, Sunday, March 30</b>
Week 10 March 31 – April 6, 2025	- Ch. 7: Transition Stage of a Group	- <b>Quiz 7 Chapter 7 Sunday, April 6</b>
Week 11 April 7-April 13, 2025	Ch. 8: Working Stage of a Group	- <b>Quiz 8 Sunday, April 13</b> - <b>Assignment #2: Group Proposal assignment due on Sunday, April 13</b>
Week 12 April 14-April 20, 2025	- Ch. 9: Final Stage of a Group No Class on Thursday, April 17	- <b>Quiz 9 Sunday, April 20</b>
Week 13 April 21-27, 2025	Ch. 10: Groups in School Settings Start Group Presentations on Tuesday We will draw numbers to see who goes when	- <b>Quiz 10 Sunday, April 27</b>
Week 14 April 28-May 4, 2025	- Ch. 11: Groups in Community Settings Presentations on Group Proposals, on Tuesday, April 29 and Thursday May 1	- <b>Quiz 11, May 4</b> <b>Each presentation is 10-15 minutes. Turn in Power Points or Canva as part of assignment and use them for presentation.</b>
Week 15 May 5-11, 2025	<b>Last week of classes</b> Finish up Presentations. Possible Final Review	

Week & Dates	Chapters	Assignments
Week 16 FINAL EXAMS WEEK May 12-16, 2025	<b>FINAL EXAM. Closed note, book, taken in person on laptops. Please see details in syllabus about other stipulations.</b>	<b>Official Week of Finals, our final is: Thursday, May 15, 8-10am</b>

## 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](mailto: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 class session.**

\_\_\_\_\_ 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