

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

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**SOCIAL WORK PRACTICE WITH GROUPS
Ethics and Leadership Flag Course**

This course carries the Ethics and Leadership Flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real life situations.

COURSE DESCRIPTION

This course in the practice sequence focuses on developing group leaders who possess both an understanding of group dynamics and effective leadership skills. The foundation of the course is social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics. The content encompasses both task and treatment groups utilizing an ecosystems developmental framework. The course emphasizes understanding, affirming, and respecting groups with diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Social work group facilitation is taught utilizing empirically-based theories and interventions to achieve client goals. Students will know how to evaluate the effectiveness of group interventions.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of social group work and practice related to the strengths, capacities and resources of individuals within groups. (PB 11, 35, 38)
2. Develop leadership skills with groups in order to help alleviate critical social problems and enhance group well-being. (PB 1, 2, 3, 4, 38)
3. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages. (PB 11, 12, 13)
4. Understand and apply basic concepts of task-oriented group work, including recruiting and selecting members, leadership, group decision making and problem solving, running an effective meeting, and evaluation of task groups. (PB 29, 30, 31)
5. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation). (PB 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40)

6. Develop skills in identifying, analyzing and implementing empirically based group interventions and evaluating group effectiveness. (PB 5, 11, 12, 36, 37, 38, 39, and 40)
7. Develop tools and techniques for understanding, affirming, and respecting group members from diverse backgrounds, distinguished by characteristics including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin (PB 11, 30)
8. Explore what is involved in making real life ethical choices, establishing a professional self, applying social work values and utilizing the ethical decision making process, as illuminated by the NASW Code of Ethics, to social work with groups. (PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
9. Demonstrate an understanding of the pursuit of social and economic justice including group/community strategies to combat discrimination, oppression, and economic deprivation for individuals and families. (PB 1, 29, 30)

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be obtained from your BSW Student Handbook.

EP Competency 2.1.1

Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

PB1 Advocate for client access to the services of social work

Objectives: 2, 8, and 9

Assignment: Community Support Group Assignment, Community Task Group Assignment, Social Worker Interview, assigned readings, class discussion, exams

PB2 Practice personal reflection and self-correction to assure continual professional development

Objectives: 2 and 8

Assignment: Weekly Written Learning Reflections, Small Group Experiential and Written Analysis, classroom exercises and discussion

PB3 Attend to professional roles and boundaries

Objectives: 2 and 8

Assignment: Community Support Group Assignment, Community Task Group Assignment, Social Worker Interview, Small Group Experiential and Written Analysis, assigned readings and exams

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objectives: 2 and 8

Assignment: Community Support Group Assignment, Community Task Group Assignment, Social Worker Interview, Small Group Experiential and Written Analysis, class discussions

PB5 Engage in career-long learning

Objectives: 6 and 8

Assignment: Weekly Written Learning Reflections, Small Group Experiential and Written Analysis, exams

PB6 Use supervision and consultation

Objectives: 8

Assignment: Weekly Written Learning Reflection, Social Worker Interview, Small Group Experiential and Written Analysis, class exercises and discussion

EP Competency 2.1.2

Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

PB7 Recognize and manage personal values to allow professional values to guide practice **Objectives:** 8

Assignments: Weekly Written Learning Reflections, Small Group Experiential and Written Analysis, class exercises, discussion, assigned readings and exams

PB8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objectives: 8

Assignments: Small Group Experiential and Written Analysis, assigned readings, exams, class exercises

PB9 Tolerate ambiguity in resolving ethical conflicts

Objectives: 8

Assignments: Weekly Written Learning Reflections, Small Group Experiential and Written Analysis, class discussion and exams

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objectives: 8

Assignments: Assigned readings, class exercises, discussion and exams

EP Competency 2.1.3

Apply critical thinking to inform and communicate professional judgments: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Objectives: 1, 3, 6, and 7

Assignment: Community Support Group Assignment, Community Task Group Assignment, Weekly Written Learning Reflections, assigned readings and exams

PB12 Analyze models of assessment, prevention, intervention, and evaluation

Objectives: 3 and 6

Assignment: Community Support Group Assignment, Community Task Group Assignment, assigned readings, classroom exercises and exams

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Objectives: 3

Assignment: Weekly Written Learning Reflections, Social Worker Interview, Community Support Group Assignment, Community Task Group Assignment, Small Group Experiential and Written Analysis, exams

EP Competency 2.1.10a: Engagement

PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

Objectives: 4, 5, and 9

Assignments: Assigned readings, class exercises and exams

PB30 Use empathy and other interpersonal skills

Objectives: 4, 5, 7, and 9

Assignments: Small Group Experiential and Written analysis, class exercises

PB31 Develop a mutually agreed-on focus of work and desired outcomes

Objectives: 4 and 5

Assignments: Small Group Experiential and Written Analysis, exams

EP Competency 2.1.10b Assessment

PB32 Collect, organize, and interpret client data

Objectives: 5

Assignments: Community Support Group Assignment, Community Task Group Assignment, exams

PB33 Assess client strengths and limitations

Objectives: 5

Assignments: Community Support Group Assignment, assigned reading, class exercises

PB34 Develop mutually agreed-on intervention goals and objective

Objectives: 5

Assignments: Small Group Experiential and Written Analysis, exams
PB35 Select appropriate intervention strategies
Objectives: 1 and 5
Assignments: Assigned reading, exams and class exercises

EP Competency 2.1.10c Interventions

PB36 Initiate actions to achieve organizational goals

Objectives: 5 and 6

Assignments: Community Task Group Assignment, assigned readings and exams

PB37 Implement prevention intervention that enhances client capacities

Objectives: 5 and 6

Assignments: Community Support Group Assignment, assigned readings, class exercises and exams

PB38 Help clients resolve problems

Objectives: 1, 2, 5, and 6

Assignments: Community Support Group Assignment, assigned readings and exams

PB39 Negotiate, mediate, and advocate for clients

Objectives: 5 and 6

Assignments: Community Support Group Assignment, Community Task Group Assignment, assigned readings and exams

PB40 Facilitate transitions and endings

Objectives: 5 and 6

Assignments: Small Group Experiential and Written Analysis, assigned readings and exams

TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote self awareness in relation to group process will be emphasized. The class will be organized as a skill laboratory utilizing small group context and role play to provide opportunities for students to develop group leadership and membership skills. The professor will model group work principles and skills in the leadership of the class. Other teaching methods include class discussion, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

REQUIRED READINGS

Required Text

Corey, M. Schneider, Corey, G. and Corey, C. (2014). Groups: Process and Practice. Belmont, CA.: Brooks/Cole.

Additional required weekly readings and handouts will be posted on Canvas.

COURSE REQUIREMENTS

Students will be required to complete all the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are listed below. All students are required to complete a grading sheet that is to be turned in with each written assignment to foster their skill and comfort in self evaluation – a critical component of practice evaluation.

COURSE ASSIGNMENTS

Class Attendance and Contribution

15pts

Class contribution grade will be determined in two ways:

First, due to the format and content of the course, regular and punctual attendance is imperative. Students are expected to be in class, or in extenuating circumstances, to notify the instructor and at least one other group member that they will be absent. Roll will be taken at the beginning of each class period.

Second, there will be ample opportunities for students to take part in experiential in-class and role-play exercises, both as group member and as group facilitators, in addition to the on-going experiential group that will continue throughout the semester. Students are encouraged to get “out of their comfort zone” a bit, as they take part in some of the exercises.

Both of these aspects of class contribution: attendance and punctuality and experiential learning will be considered in the total class participation grade.

Class Discussion Questions

3pts

To support informed class interaction, students will be divided into small groups (2 students) with each group asked to prepare two or three questions from the assigned readings for one class during the semester. The question should address some issue or concern raised by the readings for that week that may be of special interest to the students, or perhaps an issue that seems unclear. The questions need to be typed and double spaced, and the small group will present the question and lead a brief class discussion concerning the issue raised, at the beginning of their assigned class. The questions will then be turned in to the instructor. Grades on a scale of 1-3 will be given for the questions and will be determined by both the quality of the questions, and the ability to elicit informed involvement of the class.

Weekly Journal

12pts

In order to give you the opportunity to fully embrace the parallel process component of this course, each student will be expected to turn in a weekly journal on Thursdays at the beginning of class. Journals are to discuss the students’ personal and professional learning about group membership and group leadership or group work in general. The journal should be approximately one page and although your ideas themselves won’t be graded, you will earn three points for each journal if you have been thoughtful and sufficiently thorough about your response. Journal assignments that lack appropriate level of insight or relevance, or those that fail to meet basic requirements, may be graded as “2” or “1” points given.

Quizzes

20pts

There will be four quizzes based on readings, discussions, presentations, videos, experiential exercises, and lecture material. The quizzes will be objective in nature and may consist of multiple choice, true/false, fill in the blank, and essay questions.

Group Observation Summary (support or task)

20pts

Students will have the opportunity to choose whether to observe a support or task group and provide a written summary of the experience.

Support group: The student will locate a service agency with group work services, psycho-educational group or support group. When the agency is chosen, permission must be given by an

agency administrator or group leader for group observation. Be creative and start looking for opportunities early. Psycho-educational groups are more likely to be open to observers. A second option is to attend **three** 12-step program meetings and writing a paper about self-help groups (note: without a trained facilitator, you cannot critique the chairperson and therefore the 3-meeting requirement forces you to examine the varied impact of the chairperson's style, the meeting attendees, and the atmosphere and dynamics of each meeting. Part of your paper must note what you would do if you were facilitating a clinical group with the participants you witness). Confidentiality must be insured. This 3-5 page reaction paper must include the following:

- a) The purpose of the group
- b) Group composition and structure
- c) The facilitators leadership techniques and style
- d) **Specific** dynamics noted: re: interactions between members (as long as members are de-identified, you can use quotations)
- e) The stage of group development
- f) An overall assessment of the strengths of the group and areas that you feel need improvement
- g) Plan (with specific program activity ideas) of what you would do if you were facilitating this group as a therapeutic group.
- h) Concluding summary of the most important personal and professional learning as a result of attending this task group and completing this assignment.

Task Group: The student will attend a community task group meeting and write a brief summary of their observations demonstrating their knowledge of task group process, leadership skills and the important role of community and organizational context. The purpose of this option is to provide students with a community based learning experience to increase their knowledge of effective task group process and leadership skills. This 3-5 page reaction paper must include the following:

- a) Identification of community task group (name of group, date and time attended, location, and sponsoring agency)
- b) Reason for selection of this particular task group
- c) Members in attendance – description of roles, demographics and any other salient information. Discuss possible implications of this particular group composition.
- d) Identification and impact of sponsoring agency/organization and location/community context
- e) Specific observations regarding: clarity of task/purpose, introductions and acknowledgement of new members, assessment of task completion or goal attainment, overall effectiveness of group leadership (strengths and suggestions for improvement), and overall effectiveness of task group process (strengths and suggestions for improvement).
- f) Actual or potential ethical dilemmas
- g) Possible experience or reaction of new member attending group for the first time and suggestions for improvement

- h) Concluding summary of the most important personal and professional learning as a result of attending this task group and completing this assignment.

Theory Presentation

10pts

Small groups of 2-3 students will present and demonstrate a specific group leadership approaches during the semester. Each group will create a one page handout outlining the approach founders, key concepts, and a few applicable skills. Groups have 10-15 minutes to review the approach, demonstrate 1-2 skills, and answer a few peer questions. Students are encouraged to be creative and are welcome to request feedback from professor the week before they present.

Critical Reflection Paper

20pts

Papers should include the following four components:

- a) An analysis of one of Yalom’s therapeutic factors as discussed in class and readings.
- b) Your personal reflections on this issue as it relates to your values, ethics, beliefs, professional, and/or personal experiences. What are the elements of this concept you agree/disagree with, and why? How is this concept relevant to your understanding of group process, and your own past experience in groups, including in other classes or in groups outside the school setting? What relevance might the concept have to issues of gender, age, sexual orientation, spirituality, culture or ethnicity, or to disadvantaged, oppressed, or at-risk populations?
- c) Include an analysis of how the issue was (or was not) demonstrated in your group’s experiences, either in the presentation itself or in the preparation for the presentation. Did the concept seem to fit with your group’s experience, and if so, how? What other related group process issues did you observe in your group and were these concepts supported in our class readings?
- d) Finally, conclude with a synthesis of what self-awareness you gained in this group work experience, including the role(s) you played in this group, how this compares with roles you usually play in other groups, and what you might want to do the same or differently in future groups. (There will be in-class time given after all group role plays are complete, and after all reflection papers have been turned in and graded, to meet with your group, and give each other confidential constructive feed-back related to the role play experience.)

Reflection papers should be between 8-10 pages, use APA (5th ed) citation style, and include a reference list. This paper serves as your final exam, and is due on the last day of class

Letter grades will be assigned as follows:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+

74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Class failed/no credit: 73 and below.

To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.

Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 6th edition format should be used when relevant. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade, particularly the research paper.

VII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students’ participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-

3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This

sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that

involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

If you require assistance to evacuate, inform the professor in writing during the first week of class.

In the event of an evacuation, follow the professor's instructions.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COURSE SCHEDULE

Date	Description	Text/Readings <i>Read by date shown</i>
Session 1 Thursday June 2	Overview of Course – Syllabus, Assignments, Due Dates, Experiential Groups; Experiential Learning (discussion question sign up)	Learning Article: The Larger Self Canvas readings as indicated Module #1
Session 2 Monday, June 6	Introduction to Group Work in Social Work Practice Historical Overview Types of Groups (presentation sign up)	Corey Ch. 1 Canvas Reading as indicated Module #2

Session 3 Tuesday June 7	The group leader: personal and professional considerations	Corey Ch. 2 Canvas Reading as indicated Module #3
Session 4 Wednesday June 8	Group Experience	
Session 5 Thursday June 9	Ethical Considerations and Decision-Making in Group Work Discussion Questions – Group A	Corey Ch 3 Canvas Reading as indicated Module #4 **Weekly Learning Reflection Due**
Session 6 Monday, June 13	Group Experience	
Session 7 Tuesday June 14	Task groups and other situations Discussion Questions – Group B	Canvas Reading as indicated Module #5
Session 8 Wednesday June 15	Group Experience	
Session 9 Thursday June 16	Strengths Perspective and Practice Forming a group Group Theory Presentation Group 1 Discussion Questions – Group C	Corey Ch 4 Canvas Reading as indicated Module #6 **Weekly learning reflection due**
Session 10 Monday, June 20	Group Experience	
Session 11 Tuesday June 21	Initial Stage of Group Discussion Questions - Group D Group Theory Presentation Group 2	Corey Chap 5 Canvas Reading as indicated Module #7
Session 12 Wednesday, June 22	Group Experience	
Session 13 Thursday June 23	Stages of Group Development Transition Stage Problem Group Members Group Theory Presentation Group 3 Discussion Questions - Group E	Corey Chap 6 Canvas Reading as indicated Module #7 **Weekly learning reflection due**
Session 14 Monday June 27	Group Experience	
Session 15	Working Stage of group	Corey Chap 7

Tuesday, June 28	Universal Therapeutic Factors Group Theory Presentation Group 4 Discussion Questions - Group F	Yalom – 11 therapeutic factors Canvas Reading as indicated Module #8
Session 16 Wednesday June 29	Group Experience	
Session 17 Thursday, June 30	Termination Stage of group Group Theory Presentation Group 5 Discussion Questions - Group G	Corey Ch 8 Canvas Reading as indicated Module #9 Group Observation Summary Paper due **Weekly Learning Reflection Due**
Session 18 Monday, July 4	Have fun!!!!	
Session 19 Tuesday, July 5	Groups for children & adolescents Guest speaker	Corey 9&10 Canvas Reading as indicated Module #10
Session 20 Wednesday July 6	Groups for adults & elderly Guest speaker	Corey 11&12 Canvas Reading as indicated Module #11
Session 21 Thursday, July 7	Group Experience Termination: the good and the bad	Small Group Experiential Written Analysis Due

THE UNIVERSITY OF TEXAS AT AUSTIN
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Bibliography

The following list of supplemental readings may be helpful if you wish to do further research on Group Therapy.

Albert, A. (1994). Talking like real people: The “straight-ahead prison group” In Mutual aid groups, vulnerable populations, and the life cycle (Gitterman & Shulman, Eds. 2nd ed). New York: Columbia University Press.

Albert, J. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. *Social Work with Groups*, 17(1/2), 105-121.

Bilides, D. (1991). Race, color, ethnicity, and class: Issues of biculturalism in school-based adolescent counseling groups. *Social Work with Groups*. 12 (4), 43-48.

Brooks, R. (1999). Fostering resilience in exceptional children: The search for islands of competence. In *Handbook of psychosocial characteristics of exceptional children*. New York: Plenum Publishers.

Corey, M., and Corey, G. (1997). *Groups: Process and Practice*. (5th ed.) Pacific Grove, CA: Brooks/Cole

Corey, G. (2000). *Ethical and professional issues in group practice*. *Group counseling* (5th Ed.). Pacific Grove, CA:

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Donigian, J. & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. (2nd ed). New York: Brooks/Cole- Wadsworth.

Gold-Steinberg, S. and Buttneheim, M (1993). Telling one's story in an incest survivor's group. *International Journal of Group Psychotherapy*. 43(2) 173-189.

Irizarry, C. and Appel, Y. (1994). In double jeopardy: Adolescents in the inner city. In *Mutual aid groups, vulnerable populations, and the life cycle*. (Gitterman and Shulman, Eds. 2nd Ed.) New York: Columbia University Press.

Malekoff, A. (1997). *Group work with adolescents: Principles and practice*. New York: Guilford Press.

Manley & Needham (1995). An anti-bulimia group for adolescent girls. *Journal of Child and Adolescent Group Therapy*. V. 5, 1, 19-33.

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