

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

<b>Course Number:</b> SW393R	<b>Instructor's Name:</b> Cynthia Penwell, LCSW, CAS
<b>Unique Number:</b> 61470	<b>Office Number:</b> 3.104
<b>Semester:</b> Fall 2016	<b>Phone:</b> 512-922-5865
<b>Meeting Time:</b> Mondays 8:30-11:30am	<b>E-Mail:</b> csPenwell@utexas.edu <b>Office Hours:</b> Mondays 8am-8:30; 11:15-11:45am
<b>Meeting Place:</b> SSW 2.132	

**Theories and Methods of Group Intervention**

**Course Description**

The course will cover current group intervention approaches used with children, adolescents, adults, and the older adults across a variety of settings. Students will develop a working understanding of children, adolescents, adults and older adults from diverse backgrounds, affirming and respecting their strengths and differences in group settings. The course is grounded in the identification, analysis, and implementation of empirically based intervention strategies for group work with children, adolescents, adults, and older adults. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short and longer- term group interventions. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. This is a required course for MSSW students in the Clinical Concentration. It is a specialized group methods course which builds on the Practice I and II courses and Field Practicum I and II.

**Course Objectives**

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

1. Integrate theories and empirical research knowledge in selecting and using group work approaches with children, adolescents, adults, and the elderly (CL/APB 6 and 10c)
2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relates to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and older adults (CL/APB 4 and 10a)
3. Adapt group work intervention models, programs, and activities for use with children, adolescents, adults, and the elderly to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spiritual, physical or mental ability, developmental level, age, and national origin; (CL/APB 4 and 8)
4. Evaluate, select, and design group work programs, methods, and activities for children, adolescents, adults, and the elderly based upon their empirical base, practice utility, potential, range of applicability and limitations; (CL/APB 6 and 10c)
5. Select and design group work programs, methods, and activities, and to then critically evaluate and analyze these group work approaches as to their effectiveness in given situations. This includes:

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- (a) the adequacy of the research and knowledge base;
  - (b) the range of applicability;
  - (c) the value and ethical issues, including the student's own value system; and
  - (d) the policy implications involved in delivery of group work services to children, adolescents, adults, and the elderly; (CL/APB 2, 6 and 8)
6. Integrate and apply core and advanced group work skills and processes, including, but not limited to, creation and maintenance of the group, resolving conflict, dealing with challenging clients, working in the here-and-now, and fostering the therapeutic factors of group work; (CL/APB 10a)
7. Implement and evaluate the effectiveness of group work interventions for children, adolescents, adults and older adults; (CL/APB 10c)
8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and older adults based on the context in which they are delivered; (CL/APB 4 and 8)
9. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with children, adolescents, adults and older adults. (CL/APB 2) 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 Student Handbook.

**EP2.1.2.** Apply social work ethical principles to guide professional practice. CL/APB2 Refine ability to manage value differences and ethical dilemmas Objectives: 5, 9 Assignment: Class discussion, assigned readings, take home exam, weekly learning reflection, small group assignment

**EP2.1.4.** Engage diversity and difference in practice. CL/APB4 Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems Objectives: 2, 3, 8 Assignment: Take home exam, classroom experiential exercises, class discussion, assigned readings

**EP2.1.6.** Engage in research-informed practice and practice-informed research. CL/APB6 Apply empirically supported evidence to practice Objectives: 1, 4, 5 Assignment: Take home exam, class experiential exercises, class discussion

**EP2.1.8.** Engage in policy practice to advance social and economic well-being and to deliver effective social work services. CL/APB8 Identify and evaluate agency programs and/or practices in relation to client needs Objectives: 3, 5, 8 Assignment: Class discussion, assigned readings, take home exam, weekly learning reflection

**EP2.1.10a.** Engagement. CL/APB10a Integrate theory-based relational skills in all areas of client engagement Objectives: 2, 6 Assignment: Class discussion, experiential class exercises, take home exam, weekly learning reflection

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**EP2.1.10c.** Intervention CL/APB10c Critically apply interventions to design, implement and evaluate effective practice Objectives: 1, 4, 7 Assignment: Class discussion, classroom experiential exercises, take home exam

### **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**

Corey, G. (2016) Theory & practice of group counseling (9th ed.) Boston: Cengage.

**Recommended Text:**

Yalom, I. (with Leszcz, M.) (2005) Theory and practice of group psychotherapy (5th ed.). New York: Basic Books.

Students are expected to review:

NASW Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

Texas State Board of Social Work Examiners Code of Conduct  
[http://www.dshs.state.tx.us/socialwork/sw\\_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

NASW Standards for Cultural Competence  
<http://www.naswdc.org/practice/standards/NASWCulturalStandards.pdf>

NASW Policy Statement on Professional Self Care  
<http://www.naswdc.org/nasw/memberlink/2009/supportfiles/ProfesionalSelf-Care.pdf>

AASWG Standards for Social Work Practice with Groups  
[http://www.aaswg.org/files/AASWG\\_Standards\\_for\\_Social\\_Work\\_Practice\\_with\\_Group\\_s.pdf](http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Group_s.pdf)

**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 three 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.

**Third**, In order to more completely evaluate experiential learning, group members will have an opportunity to evaluate each other’s contributions to their group’s preparation. This will assist the instructor in evaluating class contribution. All of these aspects of class contribution: attendance and punctuality, preparation for class, and experiential in-class and role-plays.

### **Weekly Journal**

**10pts**

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 Mondays 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 won’t be graded, you will earn two points for each journal if you have been thoughtful about your response.

### **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.

### **Small Group Review and Discuss**

**10pts**

To support informed class interaction, students will be divided into small groups (2-3 students) with each group asked to prepare two or three questions from the assigned readings for one class during the semester. The questions 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 will be determined by both the quality of the questions, and the ability to elicit informed involvement of the class.

### **Researched Student Therapy Group**

**20pts**

Students will be assigned to small groups of approximately 6-8 members. Students will alternate in task and treatment leadership roles. Each group will meet for 12 occasions, and will present 1 treatment session (approximately 45 minutes) in front of the class utilizing the selected group theory. Each group will reflect adherence to social work values and ethics, and should demonstrate techniques appropriate to the “middle” group developmental stage and the developmental life cycle of the treatment population. Following the presentation, group members will facilitate an interactive information and feedback session with the class regarding their theoretical framework.

The student therapy groups should reflect real concerns related to the everyday pressures of being a Social Work graduate student. Utilize issues that have importance to you, but are not so personal as to cause you or your fellow group members emotional trauma.

Appropriate topics might include communication with significant other, boss, parent, or child; anxiety related to school; unexpressed emotions; unrealized goals or dreams; or lack of personal awareness. These are just a few examples. Topics to avoid include issues of past or present physical, sexual, or emotional abuse, or any other topics that might cause trauma to you or your fellow group members. If you have questions about the appropriateness of group topics, please check with your instructor. Keep in mind that there are risks inherent in any group that involves self-disclosure.

The group presentation will be worth 20% of the total course grade.

Evaluation components will include:

- Evidence of preparation (demonstrated from the presentation itself and from the meeting-to-meeting summaries)
- Appropriate participation, as evaluated by fellow group members
- Appropriate modality for the type of group being demonstrated (as supported by evidence-based research)
- Appropriate demonstration of the modality as evidenced by the types of interventions shown
- Creativity demonstrated in the role-play
- Post-presentation class discussion and interaction

Additionally, each group is to prepare for dissemination to the class a brief handout (2 to 3 pages) of their role-play and relevant research conducted that should include, but is not limited to:

- Type of group

- Theoretical model being implemented
- Brief description of techniques or interventions that are specific to this model
- A list of references (5-10 citations of relevant, evidence-based research, APA format) that your group used to prepare this presentation so that others interested have a starting list of resources

*In addition, one group member should keep an ongoing brief summary (one page) of each group meeting (hand-written is fine). The summaries will include who attended; general discussion and planning; and outcomes/decisions reached. These can be very helpful to all group members when reflection papers are written. The meeting summaries will also be turned into the instructor on the date of the role-play presentations. This active learning will require out-of-class group meetings and preparation time.*

### **Case notes for session facilitated in group**

**5pts**

Social workers must document the services they provide, and graduate students (as well as seasoned social workers) can benefit from instruction on the basics of documentation for clients participating in groups. Therefore, when it is your turn to facilitate the student therapy group, you will need to turn in a case note for each of the other students in the group. Format and specifics will be discussed in class.

### **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) – 6<sup>th</sup> 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.

**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.



**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: <https://cmhc.utexas.edu/>

**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. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**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.

### VIII. COURSE SCHEDULE

<b>Date</b>	<b>Description</b>	<b>Text/Readings <i>Read by date shown</i></b>
Session 1 Monday Aug, 29	Overview of Course – Syllabus, Assignments, Due Dates, Experiential Groups; Experiential Learning  <b>(discussion question sign up) (experiential group sign up)</b>	<b>Canvas Reading as indicated in Module #1</b>
Session 2 Monday, Sept 5	Labor Day No Class	
Session 3 Monday, Sept 12	History of Group Social Work What is Mutual Aid? Interpersonal Learning Group Dynamics and Cohesion Stages and Tasks of Group leaders  <i>In class small groups 10:15-11:15</i>	<b>Canvas Reading as indicated in Module #2</b>  <b>**Weekly Learning Reflection Due**</b>

<p>Session 4 Monday, Sept 19</p>	<p>Group Leadership and Co-Leadership Multicultural Perspective on Group Work Essential Skills and Tasks of Ethical Leadership Professional Training and Supervision</p> <p><i>In-Class Small Group 10:15 – 11:15</i></p> <p><b>Student Learning Assessment DUE</b></p> <p><b>Discussion Questions – Group A</b></p>	<p>One-minute Co-leadership handouts</p> <p><b>Canvas Reading as indicated In Module #3</b></p> <p><b>**Weekly Learning Reflection Due**</b></p>
<p>Session 5 Monday, Sept 26</p>	<p>Pre-Group Work Group Composition Working with Diverse Groups Member Selection and Preparation Logistical and Practical Considerations</p> <p><i>In-Class Small Group 10:15 – 11:15</i></p> <p><b>Discussion Questions – Group B</b></p>	<p>Corey, Ch. 4 Early Stages in the Development of Group</p> <p><b>Canvas Reading as indicated In Module #4</b></p> <p><b>**Weekly Learning Reflection Due**</b></p>
<p>Session 6 Monday, Oct 3</p>	<p>Working Stage of Group Working Therapeutically with Conflict</p> <p><i>In-Class Small Group 10:15 – 11:15</i></p> <p><b>Discussion Questions – Group C</b></p>	<p>Corey, Ch. 5 Working Stage pp. 94- 107</p> <p><b>Canvas Reading as indicated In Module #5</b></p> <p><b>**Weekly Learning Reflection Due**</b></p>
<p>Session 7 Monday, Oct 10</p>	<p>Working with Children in Group</p> <p><i>In-Class Small Group 10:15 – 11:15</i></p> <p><b>** Guest Speaker: Sarah Jones, LCSW ***</b></p> <p><b>Discussion Questions – Group D</b></p>	<p><b>Canvas Reading as indicated in Module #6</b></p> <p><b>**Weekly Learning Reflection Due**</b></p>
<p>Session 8 Monday, Oct 17</p>	<p>Psychodynamic/Psychoanalytic Approach and Interpersonal Process Groups</p> <p><b>** Guest Speaker: Katy Koonce LCSW ***</b></p> <p>In-Group Small Group # 4 (Consultation) 10:15 – 11:15 a.m.</p> <p><b>Discussion Questions – Group E</b></p>	<p>Corey, Chapter 6: Psychoanalytic Approach to Groups</p> <p><b>Canvas Readings as indicated in Module #7</b></p> <p><b>**Weekly Learning Reflection Due**</b></p>

Session 9 Monday, Oct 24	Self-Help and Support Groups (AA, Grief)  <i>In-Class Small Group 10:15 – 11:15</i>  <b>Discussion Questions – Group F</b>	<b>Canvas Reading as indicated Module #8</b>  <b>**Weekly Learning Reflection Due**</b>
Session 10 Monday, Oct 31	Working with Adolescents in Group <b>Guest Speaker: Sarah Jones, LCSW</b>  <i>In-Class Small Group 10:15 – 11:15</i>  <b>Discussion Questions – Group G</b>	<b>Canvas readings as indicated in Module #9</b>  <b>**Weekly Learning Reflection Due**</b>
Session 11 Monday, Nov 7	Psychoeducational and Social Skills Groups <i>In-Class Small Group 10:15 – 11:15</i>  <b>Discussion Questions – Group H</b>	<b>Canvas Reading as indicated in Module #10</b>  <b>**Weekly Learning Reflection Due**</b>
Session 12 Monday, Nov 14	Working with Older Adults in Group  <b>Guest Speaker: Kate Ellis, LCSW</b> <b>Group #1 – class demonstration</b>	<b>Canvas readings as indicated in Module #11</b> <b>**Weekly Learning Reflection Due**</b>
Session 13 Monday, Nov 21	Treatment Groups (Intensive Outpatient, Inpatient and Eating Disorder groups) <b>Guest Speaker: Kayle Evans, LMSW, LCDC, ADS</b> <b>Group #2 – class demonstration</b>	<b>Canvas Reading as indicated In Module #12</b> <b>**Weekly Learning Reflection Due**</b>
Session 14 Monday Nov 28	CBT Groups Mindfulness-Based Groups (MBSR, MBCT, and DBT)  <b>Group #3 – class demonstration</b>  <b>**Weekly Learning Reflection Due**</b>	Corey, Ch. 13 Cognitive Behavioral  <b>Canvas Readings as indicated in Module #13</b>
Session 15 Monday Dec 5	Endings in Group Work Termination Assessment Practice Evaluation in Groups  Self Assesment Leader Due Final Paper Due	Corey, Ch. 5 pp. 107 - 112  <b>Canvas readings as indicated in Module #14</b>

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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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