THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW 393R   **Unique Number:** 61480
Meeting Time: Mondays 2:30-5:30pm   **Classroom:** SSW 2.130
Semester: Fall 2016

Instructor: Sarah McCafferty, LCSW   **Office Room Number:** SSW 3.104A
E-mail: sarah.m.mccafferty@gmail.com   **Office Hours:** Mondays 1–2pm or *by appointment*

Theories and Methods of Group Intervention

Course Description

The course will cover current group intervention approaches used with children, adolescents, adults, and 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: (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, learning reflection papers, 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, learning reflection papers

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, learning reflection papers

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 teaching methods, with an emphasis on experiential learning and exercises designed to promote self-awareness in relation to the group process. Small groups and role-plays are designed to provide opportunities for students to develop group leadership and membership skills. Other teaching methods include class discussions, case examples, video presentations, lectures, and guest speakers.

Required and Recommended Texts and Materials

Required Text: Corey, M.S., Corey, G. & Corey, C. (2014) *Groups: Process and Practice* (9th ed.) Belmont, CA: Brooks/Cole Cengage Learning.

Recommended Text: Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual Aid Groups, Vulnerable and Resilient Populations, and the Life Cycle* (3rd ed.). New York: Columbia University Press.

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

NASW Standards for Cultural Competence
http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf

Additional required weekly readings and handouts are posted on Canvas and will also be made available at Jenn's Copy & Binding at 2200 Guadalupe Street.

Course Requirements

Students will be required to complete 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 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.

Assignment Summary

Assignment	Points	Due Date
Class Participation	**30 points**	Weekly
Self-Assessment of Group Leadership Skills	**30 points**	9/12/16
Pop Quizzes 3 x 15 points = 45 points	**45 points**	
Take Home Mid-term Exam	**120 points**	10/31/16
Learning Reflection Papers (6 x 10 points each)	**60 points**	9/26, 10/10, 10/24, 11/7, 11/21, 12/5
Small Group Experiential and Written Analysis Paper	**115 points**	12/7/16 at 5pm
	400 points	

Class Participation Grade

Class contribution grade will be determined in these ways:
Due to the format and content of this 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 during each class period. See attendance and participation expectations below under "Class Policies".

There will also be ample opportunities for students to take part in experiential in-class and role-play exercises, both as group members and as group facilitators. Students are encouraged to get "out of their comfort zone," as they take part in some of the exercises. 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.

Letter grades will be assigned as follows:

376-400 points	A
360-375 points	A-
348-359 points	B+
336-347 points	B
320-335 points	B-
308-319 points	C+
296-307 points	C
280-295 points	**C-**
268-279 points	D+
256-267 points	D
240-255 points	D-
239 or below	F

Class Policies

This class will operate under the guidelines of professional accountability in the classroom.
The following policies will be observed:

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.

TIME MANAGEMENT. All assignments are due at the beginning of class on the date and time indicated. **Late assignments will be penalized 5% of the total percentage points allowed per day that they are late** and will only be accepted in the first week following an assignment's due date. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency.

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.

ATTENDANCE AND PARTICIPATION. Attendance and participation for the full three hours of class is expected for all students. **After two absences, the student's final grade will be lowered by one grade.** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students are to notify the instructor prior to class by email if they cannot attend class due to an illness or emergency.

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/.

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.

QUALITY OF WRITING. Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior work processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the SSW writing consultant for assistance. (http://www.utexas.edu/ssw/dccs/students/graduate-writing-consultations/) Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

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://diversity.utexas.edu/disability/.

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.

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.

THEORIES AND METHODS OF GROUP INTERVENTION - 2:30 – 5:30 PM

Corey's = Groups: Process and Practice by Corey, Corey & Corey   CANVAS =ALL OTHER READINGS

DATE	Class Topics	ASSIGNMENTS DUE	READINGS TO BE COMPLETED
8/29	**Welcome** Course/Syllabus Overview Group as a Microcosm Overview of Various Types of Groups **Pre-Group Meeting #1**		Class Syllabus NASW Code of Ethics
9/5	**Labor Day/ No Class** Therapeutic Factors of Group	**Respond to Canvas Discussion Question related to readings by 5pm on 9/9**	Drumm, The Essential Power of Group Work Yalom, Ch. 1 Therapeutic Factors **Optional:** Greif, G. & Ephross, P., Skills for Working Across Populations at Risk
9/12	**History of Group Social Work** A Mutual Aid Approach Group Leadership Skills	**Self-Assessment of Group Leadership Skills DUE**	Gitterman, A. and Shulman, L. Mutual Aid: pp: 1-35 Yalom, Ch. 2 The Therapist Working in the Here and Now **Optional:** Steinberg, Mutual Aid Furman, Bender, Rowan: The Group Work Tradition in Social Work
9/19	**Group Leadership and Co-Leadership** Multicultural Perspective on Group Work Group Dynamics and Cohesion **In-Class Small Group #2**		Schiller, "Not for Women Only: Relational Model" Toseland & Rivas, Ch. 5 Leadership and Diversity pp. 149 – 157 Burlingame, Cohesion in Group Psychotherapy Corey's Ch2 The Coleadership Model pp. 43-47 One-Minute Co-Therapist handouts
9/26	**Pre-Group Work** Practical Considerations in Forming a Group Interpersonal Learning Essential Skills and Tasks of Ethical Leadership	**Learning Reflection due**	Corey's Ch. 5, Forming a Group, pp. 148-161 Gumpert & Black. "Ethical Issues in Group Work" Corey's Ch. 6, Initial Stages of Group, pp. 168, 171 (Hidden Agendas)-177 (Trust vs. Mistrust) **Optional:** Yalom, Ch. 2, Interpersonal Learning
10/3	**Transition & Working Stage of Group** Working Therapeutically with Conflict **In-Class Small Group #3**		Corey's Ch. 6, Group Process Concepts, pp 186-191, 193-203 Corey's Ch. 7, Transition Stage, pp 216-224 Wayne & Gitterman, "Offensive Behavior in Groups"

			Corey's Ch. 8, pp 266-279, 284-286 **Optional**: Corey's Ch. 7, pp 233-258
10/10	**Working with Children in Group** **Guest Speaker:** Kris Downing, LCSW Clinical and Professional Development Coordinator, Communities in Schools of Central Texas	**Learning Reflection due**	Corey's, Ch 10, pp. 326-334 + Choose One Group Proposal to read: School Counseling Group for 6- to 11-year olds Group for Elementary School Children of Divorce and Changing Families Group for Children Who Have Been Abused Malekoff, Gatekeepers, Gatecrashers, and Gateways in Group Work with Kids: A Mystery Story **Optional:** Shechtman & Gluk, "Therapeutic Factors in Children's Groups"
10/17	**Psychodynamic/Psychoanalytic Approach and Interpersonal Process Groups** **In-Group Small Group # 4 (Consultation)**	**Take home final released on Canvas**	Corey (on Canvas), Chapter 6: Psychoanalytic Approach to Groups **Optional:** Kirman, "Working with Anger in Groups" Modern Analytic Approach
10/24	**Self-Help, Support, Psychoeducational and Social Skills Groups**	**Learning Reflection due**	Zastrow, Ch. 8 Self-Help Groups Serlin et al., Support Groups for Women with Breast Cancer Gitterman, A. & Knight, C. Curriculum and Psychoeducational Groups: Opportunities and Challenges. **Optional:** Coates, et. al. Restorative Justice Circles: An Exploratory Study
10/31	**Working with Adolescents in Group** **In-class Small Group #5**	**Take home midterm due**	Corey's, Ch 10, pp. 351- 362 Tucker, Adventure Based Group Therapy **Optional:** Harvey, A. Group Work with African- American Youth in the Criminal Justice System
11/7	**Treatment Groups (Intensive Outpatient, Inpatient and Eating Disorder groups)**	**Learning Reflection due**	Topor, et al. "Skills for Recovery: A Recovery-Oriented Dual Diagnosis Group for Veterans with Serious Mental Illness and Substance Abuse" Corey's, Ch. 11, Choose One Group Proposal: Women's Support Group for Survivors of Incest Men's Group in a Community Agency Involuntary Domestic Violence Group Group for Treatment of Sex Offenders HIV/AIDS Support Group Successful Aging Group Older Adult Bereavement Group Group Treatment Program for Institutionalized Older Adults

11/14	**Working with Older Adults in Group** **Guest Speaker:** Kate Ellis, LCSW Territory Manager, The Right Step **In-Class Small Group #6**		Rodio & Holmes, Lessons Learned from Ballroom Dancing with Older Adults Wilson, S. & Rice, S. Group Work with Older Adults
11/21	**Mindfulness-Based Groups** **Expressive Arts in Group Settings (Psychodrama, Writing, Music, Movement, etc.)**	**Learning Reflection due**	Baer, R. "Mindfulness Training as a Clinical Intervention" Coholic, et al. Facilitating Art-based Mindfulness Group for Vulnerable Children Boldt & Paul. "Building a Creative Arts Therapy Group" **Optional**: Corey (On Canvas), Chapter 8: Psychodrama in Groups
11/28	**CBT Groups** **In-class Final Small Group Meeting # 7**		Corey (On Canvas), Chapter 13: Cognitive Behavioral Approaches to Groups
12/5	**Endings in Group Work** Termination Assessment Practice Evaluation in Groups Review, Reflect and Celebrate	**Learning Reflection due**	Corey's, Ch. 9 Rebmann,Warning: There's a lot of Yelling in Knitting" **Optional:** Zastrow, Evaluation in Groups
	Small Group Experiential and Written Analysis	**Due 12/7/16 by 5pm**	

Bibliography

Baer, R. (2003). Mindfulness Training as a Clinical Intervention: A Conceptual and Empirical Review. *Clinical psychology: Science and practice*, *10*(2), 125-143.

Barsky, A. (2007). *Conflict resolution for the helping professions* (2nd ed.) Belmont, CA:Thomson-Brooks/Cole.

Boldt, R.W. & Paul,S. (2010). Building a Creative-Arts Therapy Group at a University Counseling Center, *Journal of College Student Psychotherapy*, 25:1, 39-52.

Burlingame, G.M., Fuhriman, A., & Johnson, J. (2001). Cohesion in group psychotherapy. *Psychotherapy Theory Research & Practice*, 38(4): 373-379.

Coholic, D., Oystrick, V., Posterero, J., & Lougheed, S. (2016). Facilitating arts-based mindfulness group activities with vulnerable children: An example of nondeliberative social group work practice. *Social Work with Groups*, *39*(2-3),155-169.http://dx.doi.org/10.1080/01609513.2015.1050751

Coates, R., Umbreit, M., & Voss, B. (2003). Restorative Justice Circles: An exploratory study. *Contemporary Justice Review*, *6*(3), 265-378.

Corey, G. (2016). *Theory and practice of group counseling* (9th ed). Boston, MA: Cengage Learning.
Corey, M.S., Corey, G. & Corey, C. (2014) *Groups: Process and Practice* (9th ed.) Belmont, CA: Brooks/Cole Cengage Learning.

Drumm, K. (2006). The Essential Power of Group Work. *Social Work with Groups*. (29) 2-3. 17-31.

Furman, R., Bender, S., & Rowan, R. (2014). *Social Work with Groups: An experiential approach to group work (2nd ed.)* Chicago: Lycem Books.

Gitterman, A. & Knight, C. (2016) Curriculum and Psychoeducational Groups: Opportunities and Challenges. Social Work. 61: 103-110.

Gitterman, A. & Shulman, L. (Eds.) (2005). *Mutual aid groups, vulnerable populations and the life cycle.* New York, NY: Columbia University Press.

Greif, G. & Ephross, P. (Eds.). (2005). *Group work with populations at risk (*2ⁿᵈ ed.). New York: Oxford University Press.

Gumpert, J. & Black, P.N. (2006). Ethical Issues in Group Work: What Are They? How Are They Managed?, *Social Work with Groups*, 29:4, 61-74.

Harvey, A. (2011). Group Work with African-American youth in the criminal just system: A culturally competent model. In Greif, G.L. & Ephross. *Group work with population at risk* (2nd ed. pp. 264 – 282).

Kirman, J. H. (1995). Working with anger in groups: A modern analytic approach. *International Journal of Group Psychotherapy, 45*(1),303. Retrieved from http://ezproxy.lib.utexas.edu/login?url=http://search.proquest.com/docview/1308904421?accountid=7118

Malekoff, A. (2004). *Group work with adolescents: Principles and practice* (2nd ed.). New York, NY: The Guilford Press.

Rebmann, H. (2006). Warning-There's a lot of yelling in knitting. *Social Work with Groups*, *29*(4), 5-24. http://dx.doi.org/10.1300/J009v29n04_02

Rodio, A., & Holmes, A. (2016). Lessons learned from ballroom dancing with older. *Social Work with Groups*,1-8. http://dx.doi.org/10.1080/01609513.2015.1066580

Schiller, L.Y. (2007): Not for Women Only: Applying the Relational Model of Group Development with Vulnerable Populations, *Social Work With Groups*, 30:2, 11-26.

Serlin, I., Classen, C., Frances, B., & Angell, K. (2000). Symposium: Support groups for women with cancer: Traditional and alternative expressive approaches. *The Arts in Psychotherapy*, *27*(2), 123-138.

Shechtman, Z. & Gluk, O. (2005). An Investigation of Therapeutic Factors in Children's Groups, *Group Dynamics: Theory, Research, and Practice*. 9(2), 127-134.

Steinberg, D.M. (2010), Mutual Aid: A Contribution to Best-Practice Social Work, *Social Work with Groups* 33(1): 53-68.

Topor, D.R., Grosso, D., Burt, J. & Falcon, T. (2013). Skills for Recovery: A Recovery-Oriented Dual Diagnosis Group for Veterans with Serious Mental Illness and Substance Abuse, *Social Work with Groups*, 36:2-3, 222-235.

Toseland, R. & Rivas, R. (2012). *An introduction to group work practice* (7th ed.). Boston: Allyn & Bacon.

Tucker, A. (2009) Adventure-Based Group Therapy to Promote Social Skills in Adolescents, *Social Work with Groups,* 32:4, 315-329.

Wayne, J. & Gitterman, A. (2004). Offensive Behavior in Groups: Challenges and Opportunities, *Social Work with Groups*, 26:2, 23-34.

Wilson, S. & Rice. S. (2011). *Group work with older adults*. In Greif, G.L. & Ephross. *Group work with population at risk* (2nd ed. pp. 264 – 282). New York: Oxford University Press.

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

Zastrow, C. (2012). *Social Work with groups: A comprehensive work text.* Belmont, CA: Brooks/Cole Publishing Co.

Helpful Websites

www.agpa.org
American Group Psychotherapy Association

www.austingroups.org
Austin Group Psychotherapy Association

http://www.aaswg.org
Association for the Advancement of Social Work with Groups

http://www.mhatexas.org/#!/get-help/
Mental Health Association of Texas

http://www.nmha.org/go/go/find_support_group
Mental Health America

www.austinaa.org
Local AA site with meetings schedule

www.cmhc.utexas.edu/g_schedule.html
UT Counseling and Mental Health Center