

**THE UNIVERSITY OF TEXAS AT AUSTIN**

**SCHOOL OF SOCIAL WORK**

***THEORIES AND METHODS OF  
GROUP INTERVENTION***

***SW 393 R26***

**DINA M. KASSLER, PH.D.**

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***Theories and Methods of Group Intervention***

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<b>Course Number:</b>	SW 393 R26	<b>Instructor:</b>	Dina M. Kassler, Ph.D.
<b>Unique Number:</b>	61485	<b>E-mail:</b>	<a href="mailto:DinaKassler@yahoo.com">DinaKassler@yahoo.com</a>
<b>Semester:</b>	Fall 2016	<b>Contact #:</b>	512-809-3407
<b>Meeting Time:</b>	Wednesday, 5:30–8:30p	<b>Office Location:</b>	SSW 3.104A
<b>Meeting Place:</b>	SSW 2.122	<b>Office Hours:</b>	Wed/Thurs 5:00 – 5:30 pm or by appointment

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**I. COURSE DESCRIPTION**

The course will cover current group intervention approaches used with children, adolescents, adults, and the elderly 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. 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.

**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 relate to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and the elderly (**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 the elderly **(CL/APB 10c)**
8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and the elderly 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 the elderly **(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 optioned 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, Exams, Writing Assignments, Small group work

**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: Class discussion, Assigned readings, Exams, Writing assignments, Small group work

**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: Class discussion, Exams, Writing assignments

**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, Exams, Writing assignments

**EP2.1.10a. Engagement.**

**CL/APB10a** Integrate theory-based relational skills in all areas of client engagement

Objectives 2, 6

Assignment: Class discussion, Exams, Writing assignments, Small group work

**EP2.1.10c. Intervention**

**CL/APB10c** Critically apply interventions to design, implement and evaluate effective practice

Objectives 1, 4, 7

Assignment: Class discussion, Exams, Small group work

### III. TEACHING METHODS

This course is designed to include a variety of experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, discussions, videos, and experientials. The class will be organized to utilize small groups for the development of group facilitation skills, and for the integration of these skills with researched and validated group work theory. Exercises to promote self-awareness in relation to group process will be stressed in both written assignments and in class interactions. Students will be asked to engage in informed discussion of the assigned readings and be asked to apply these readings to the experiential exercises and small group work. ***Teaching and learning will be collaborative and interactive.***

### IV. TEXTS AND SUPPLEMENTAL MATERIALS

**Required Text:**

Corey, G. (2016). *Theory and practice of group counseling* (9<sup>th</sup> ed.). Boston: Cengage.

**Recommended Text:**

Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.

**Additional information 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\\_Groups.pdf](http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf)

***N.B. Other required weekly readings and handouts will be posted on Canvas***

### V. COURSE REQUIREMENTS

1. Students are expected to attend class sessions promptly and regularly, and participate in an interactive framework between collegiate students and professor.
2. Please turn off cell phone ringers and refrain from text messaging and other non-class activities during the class period.
3. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments.
4. Failure to regularly attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

5. Except in the case of extreme emergencies, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.
6. Students are expected to both learn and demonstrate knowledge of group work intervention theories and skills. Students will demonstrate their level of applied knowledge of group work interventions and skills on exams, quizzes, and written assignments.
7. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades *prior to the end of the semester*. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE**.
8. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
9. Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.

## VI. COURSE ASSIGNMENTS

### 1. Class Attendance and Contribution (*Objectives 1 - 9*)

Due to the format and content of this course, both attendance and contribution are imperative. Students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member that they will be absent. Because attendance and participation are expected, a lack of these will adversely affect a student's final course grade. Students will be allowed **one (1) absence**. Roll will be taken at the beginning of each class period (*N.B.* once students are known to the professor, this will not be verbal but will still be noted every class period). In cases where a student misses more than one class period, that student's **final grade** will be reduced by **3% points for each class missed** after the first. (*CL/APB 2, 10a, and 10c*)

### 2. Exams, 50% (2 @ 25%) (*Objectives 1, 2, 3, 6, 8, and 9*)

There will be two (2) exams (**October 5<sup>th</sup> and November 30<sup>th</sup>**). Each exam will be worth 25% of the total course grade (for a cumulative worth of 50% of the final grade). The exams will be based on readings, discussions, presentations, videos, experiential exercises, and lecture material (including any guest lectures). The exams will consist of multiple choice questions and free-response answers (these may include essays, lists, definitions, etc.). Exams will cover the material indicated at the end of this syllabus; they will not be cumulative and there will be no comprehensive final exam. (*CL/APB 2, 4, 6, 8, 10a, and 10c*)

### 3. Quizzes, 10% (2 @ 5%) (*Objectives 1, 2, 3, 6, 8, and 9*)

There will be two (2) pop quizzes (**nondisclosed dates**). Each quiz will be worth 5% of the total course grade (for a cumulative worth of 10% of the final grade). The quizzes will be based on the assigned readings and may consist of multiple choice questions and/or free-response answers (these may include essays, lists, definitions, etc.). (*CL/APB 2, 4, 6, 8, 10a, and 10c*)

#### 4. Learning Reflection Writing Assignments, 15% (3 @ 5%) (Objectives 1 - 9)

There will be three (3) brief writing assignments (1-2 pages, double-spaced, 1" margins, 11-12 pt font) across the semester. Each writing assignment will be worth 5% of the total grade (for a cumulative worth of 15%). They are designed to be reflective in nature, synthesizing the reading material with each student's unique perspective on the topics covered. Reflections are to discuss students' personal and professional learning about group membership and group leadership or group work in general. The purpose is to increase students' self-awareness, sophistication in professional use of self, evaluation of one's own practice, and active engagement in professional self-care. APA format is not required. As such, it is permissible to write from a first person perspective and no references are required.

Assignments are due at the **start of class** on **September 7<sup>th</sup>, September 21<sup>st</sup>, and October 26<sup>th</sup>**. Each assignment will be graded based on the clarity of thought, depth of reflection, and overall writing (i.e., spelling, grammar, and punctuation). Late assignments will be assessed penalties at the rate of **5 points (out of 100 pts) for each calendar day late** (not per scheduled class day) beginning immediately following the start of class time. **Note that late submissions will only be accepted in the first week following an assignment's due date.** (CL/APB 4 and 8)

#### 5. Small Group Participation (Objectives 1, 2, 3, 6, 8, and 9; CL/APB 6 and 8)

Students will participate in a small experiential group across the semester. Each of you will have the opportunity to experience group membership and group leadership while deepening your self-awareness and knowledge of group process, professional use of self, and the critical importance of professional self-care. All groups will participate in a pre-group meeting during class to develop meeting locations and identify group goals, guidelines, and possible discussion themes. Group leadership should also be discussed during the pre-meeting. Students will alternate in roles, with each student taking on the role of group leader for at least one scheduled session (co-leadership is acceptable). At all times, groups should reflect adherence to social work values and ethics, including the maintenance of confidentiality of group members. Group members are encouraged to engage in this learning with positive expectations for both themselves and their groups.

**This assignment will not be graded.** As you are learners, I am not expecting the groups to be professionally facilitated, but rather to immerse the student in active learning while experiencing group stages and processes. I want you to feel comfortable exploring who you are in this type of group setting without worries or fears of being evaluated in the moment.

#### 6. Small Group Analysis Paper, 25% (Objectives 1, 2, 3, 6, 8, and 9; CL/APB 2, 4, 6, 8, 10a, and 10c)

While your participation in the small experiential groups will not be evaluated, a post-group analysis paper will be required. It is expected that this paper will include reflection on the group experience (both as a member and leader), an analysis of the group (e.g., dynamics, leadership, conflict resolution, etc.) and an integration of the readings or other research.

Your Group Analysis Paper will be due on **November 16<sup>th</sup>**. It should be 3 – 4 pages in length (not including title page and references), **written in APA format** (*Publication Manual of the American Psychological Association – Sixth Edition*), double-spaced, with 1" margins, and in 11-12 pt font. If you are unfamiliar with APA format, please see

the American Psychological Association's [basics on APA style tutorial](#) and/or [Purdue University's OWL site](#). Students are also encouraged to consult with the [SSW writing consultant](#) for assistance. Note that plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Your analysis paper should be supported with relevant citations and referenced material and, as such, **MUST** include a reference list. You may use material from our course readings or outside referenced materials. Late assignments will be assessed penalties at the rate of **5 points (out of 100 pts) for each calendar day late** (not per scheduled class day) beginning immediately following the start of class time. **Note that late submissions will only be accepted in the first week following an assignment's due date.** Your paper should include:

- Group composition, diversity (include diversity's impact on the group), and location(s) utilized
- Group dynamics/interactions between members
- The degree to which your group was able to work in the here and now
- The leadership techniques and styles of the various facilitators
- An assessment of the strengths and weaknesses of the group as a whole
- How your group handled such things as conflict, differences in opinions/styles, and termination of the group
- What you would do the same/different if you were the full-time SW for this group
- Personal reactions/observations re: what the experience was like for you as a group *member* and *leader* and how this may have differed from what you expected

**Small Group Analysis Paper evaluation components will include:**

- Overall critical analysis, thought, clarity, and organization of the paper
- Use of specific instances from the group sessions in formulating analyses
- Correct APA format and structure of the paper, i.e., grammar, spelling, punctuation

## VII. COURSE GRADING CRITERIA

<u>Course Requirement</u>	<u>% of Grade</u>	<u>Grading Scale</u>
Exams (2 @ 25% each)	50%	A = 94.0 – 100%
Quizzes (2 @ 5% each)	10%	A- = 90.0 – 93.999%
Learning Reflection Assignments (3 @ 5% each)	15%	B+ = 87.0 – 89.999%
Small Group Analysis Paper	25%	B = 84.0 – 86.999%
		B- = 80.0 – 83.999%
<b>TOTAL</b>	<b>100%</b>	C+ = 77.0 – 79.999%
		C = 74.0 – 76.999%
		C- = 70.0 – 73.999%
		D+ = 67.0 – 69.999%
		D = 64.0 – 66.999%
		D- = 60.0 – 63.999%
		F = Below 60.0

**N.B.** Grading of all written assignments will take into account the **quality** of the writing as well as the **content**. Assignments should be carefully proofread and errors corrected (e.g., punctuation, typos, spelling) or points will be lost.

## VIII. ADDITIONAL COURSE INFORMATION

### 1. 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.

### 2. Professional Conduct and Civility in Class

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.

### 3. 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/>.

### 4. 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 (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., 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.

## **5. 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/>).

## **6. 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.

## **7. 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 (512-471- 6259 voice or 512-471-4641 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/>.

## **8. 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.

## **9. 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 the following location: <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

## **10. 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.

## **11. 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.

## **12. Use of E-Mail for Official Correspondence to Students**

E-mail 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>.

## **13. 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.

## **14. 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>.

## **15. 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

## **16. Use of Canvas in this Class**

In this class the professor uses Canvas — a Web-based course management system with password-protected access — to distribute course materials, communicate and collaborate online, post grades, and receive submitted assignments. Canvas is used to provide access to PowerPoint presentations of lecture materials and pre-exam review materials. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. or visiting <http://it.utexas.edu/> Please plan accordingly.

## IX. COURSE SCHEDULE

This schedule is intended only as a guide. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester. This is especially important since the exams will cover the required readings for that period of time. The student is responsible for all readings whether or not the material is covered in lectures.

### Notes:

- “Corey” refers to the required text
- “Yalom” refers to the recommended text except where noted as “The Yalom Reader”
- This **MAY NOT BE A COMPLETE LIST** of readings; if/when additional readings are added, they will be posted to Canvas at least 1 week before being due.

WEEK	DATE	DESCRIPTION/TOPIC	READINGS/ASSIGNMENTS
1	8/24	Introduction and Overview of Course	Syllabus
		In-class bingo	In-class activity
		Write “A Letter to Myself”	In-class activity
		The therapeutic factors	Yalom, Chapter 1
		Working with at-risk populations	Greif & Ephross, Chapter 25
		Pre-group meeting for small groups	In-class activity
2	8/31	Social group work standards and ethics	Corey, Chapter 3 Gumpert & Black article
		Mutual aid	Steinberg article Gitterman & Shulman, Chap 1
		Interpersonal learning	Yalom, Chapter 2
		Here and now	The Yalom Reader, Chapter 2
		Small group meeting	In-class activity
3	9/7	<b><i>Learning Reflection Writing Assignment #1 Due Today</i></b>	
		Group cohesiveness	Yalom, Chapter 3 Burlingame, Fuhriman, & Johnson, Chapter 4
		Multicultural perspective on group work	Toseland & Rivas, Chapter 5 Schiller article
		Leadership/Co-leadership	Corey, Chapter 2 One-minute co-leadership Suggestions for co-leadership
		Small group meeting	In-class activity

WEEK	DATE	DESCRIPTION/TOPIC	READINGS/ASSIGNMENTS
4	9/14	Group formation and stages	Corey, Chapter 4 Yalom, Chapter 11
		The selection of clients	Yalom, Chapter 8
		Small group meeting	In-class activity
5	9/21	<b><i>Learning Reflection Writing Assignment #2 Due Today</i></b>	
		Working stage of group	Corey, pp. 84-107 (i.e., the first part of Chapter 5)
		Problem group members	Yalom, Chapter 13
		Working with conflict	Wayne & Gitterman article
		Small group meeting	In-class activity
6	9/28	Group work with children	Malekoff article Shechtman & Gluk article
		Group work with adolescents	Malekoff, Chapters 2 & 5 Harvey, Chapter 16 Tucker article
		“Jeopardy” for Exam #1	In-class activity
7	10/5	<b>Exam #1</b>	Covers all lectures, readings, and discussions from week 1 through week 6
8	10/12	Return and review Exam #1	
		Group work with older adults	Rodio & Holmes article Wilson & Rice article
		Psychoeducational groups	Gitterman & Knight article
		Small group meeting	In-class activity
9	10/19	Self-help groups	Zastrow, Chapter 8
		Dual diagnosis treatment groups	Topor, Grosso, Burt, & Falcon article
		Psychoanalytic/psychodynamic approach	Corey, Chapter 6
		Small group meeting	In-class activity

WEEK	DATE	DESCRIPTION/TOPIC	READINGS/ASSIGNMENTS
10	10/26	<b><i>Learning Reflection Writing Assignment #3 Due Today</i></b>	
		Expressive arts in groups	Corey, Chapter 8 Boldt & Paul article
		CBT groups	Corey, Chapter 13
		Mindfulness-based groups	Baer article
		Small group meeting	In-class activity
11	11/2	<i>Groups in Action – Evolution of a Group</i> (Corey & Corey)	In-class video and discussion
		Small group meeting	In-class activity
12	11/9	Termination of Groups	Corey, pp. 107-112 (i.e., the second part of Chapter 5)
		Assessment/Evaluation	Zastrow, Chapter 13
		Mutual growth/parallel processing	Rebmann article
		Small group meeting – FINAL meeting	In-class activity
13	11/16	<b><i>Small Group Analysis Paper Due Today</i></b>	
		Distribute “letters” from first day of class	
		“Jeopardy” for Exam #2	In-class activity
14	11/23	<b><i>NO CLASS</i></b>	
15	11/30	<b>Exam #2</b>	Covers lectures, readings, and discussions from week 8 through week 14, and Corey & Corey video