THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SWN393R26   **Instructor:**   Sarah K. Sloan, LCSW
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Unique Number: 90815   **Office Number:**   SWB 3.124 H

Semester: Summer 2016   **Office Phone:**   (512) 471-9107

Meeting Time/Place: Tuesdays & Thursdays   **Office Hours:** Tuesdays
                       5:30-8:00 p.m.   4:30-5:30 pm & by appointment
                       Room 2.122

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: (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

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
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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 and Recommended Texts and Materials

Required Text: 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

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

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

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. **All students are required to <u>complete a grading sheet</u> that is to be turned in with each assignment to foster their skill and comfort in self-evaluation – a critical component of practice evaluation.**

Assignment Summary

Assignment	Points	Due Date
Class Participation	**30 points**	Weekly
Learning Inventory and Group Leadership Assessment Tool	**30 points**	6/9/16
Pop Quizzes 3 x 15 points = 45 points	**45 points**	
Take Home Mid-term Final	**120 points**	6/30/16
Weekly Written Learning Reflection (6 x 10 points each)	**60 points**	Tuesdays
Small Group Experiential and Written Analysis Paper	**115 points**	8/1/16
	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.

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" a bit, 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	Students who were admitted into the
360-375 points	A-	MSSW program on a conditional
348-359 points	B+	basis are not able to take an
336-347 points	B	incomplete for this course if the
320-335 points	B-	conditions for admission are still in
308-319 points	C+	place.
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.

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 to keep the university informed about changes to their email address. Students should check their email 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

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Professional Conduct in Class
Students are expected to act like professionals in class. This means students should arrive on time, be prepared to participate in discussions, and show respect for one another's opinions.   In the classroom environment, students will be exposed to diverse ideas and opinions and may not always agree with ideas expressed by others. However, students are expected to engage one another with respect, courtesy and professionalism. This entails listening to the opinions, concerns and feelings of others with openness, speaking honestly about one's own experience, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

Attendance and Participation
Attendance and participation for the <u>full</u> two and half 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. <u>Repeated late arrivals to class may be considered as an absence</u>. 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. <u>Students are to notify the instructor prior to class at the given phone number if they cannot attend class due to an illness or emergency.</u>

Religious Holidays
According to 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, an examination, a work assignment, or a 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.

Maintaining Confidentiality
Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for educational supervision purposes. Agencies are aware that de-identified information is shared in classes for this purpose. However, discussions outside of class with individuals not in this class or with other members of the class/field seminar regarding information shared in class about clients is considered a breach of confidentiality**.** All students are expected to maintain confidentiality.

Papers
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.

Use of Canvas in Class
In this class the professor uses Canvas Web based course management system with password protected access at http://canvas.utexas.eduo distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to http://www.utexas.edu/its/helpdesk/

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://www.utexas.edu/depts/dos/sjs/).

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.

Unanticipated Distress Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

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.

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.

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. All faculty, instructors, and staff who supervise students are required

to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at **https://www.utexas.edu/student-affairs/policies/title-ix.**

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 among 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 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.

Feedback

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community.   Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

Revised May 31, 2016

THEORIES AND METHODS OF GROUP INTERVENTION - 5:30 – 8:00 PM

COREY = THEORY AND PRACTICE OF GROUP COUNSELING   CANVAS =ALL OTHER READINGS

DATE	Class Topics ASSIGNMENTS DUE	Points for Assignment	READINGS TO BE COMPLETED
6/2 TH	**Welcome** Course/Syllabus Overview Group as a Microcosm Classroom as a Learning Lab Therapeutic Factors of Group **Pre-Group Meeting #1 7:15 – 8:00 p.m.**		Class Syllabus Yalom, Ch. 1 Therapeutic Factors Working with Populations at Risk
6/7 TU	**History of Group Social Work** What is Mutual Aid ? Interpersonal Learning Group Dynamics and Cohesion Stages and Tasks of Group leaders		Steinberg, Mutual Aid Yalom, Ch. 6 The Therapist Working in the Here and Now Burlingame, Cohesion in Group Psychotherapy **Optional:** Furman, Bender, Rowan: The Group Work Tradition in Social Work Yalom, Ch. 2 and 3 Interpersonal Learning and Group Cohesiveness Gitterman, A. and Shulman, L. Mutual Aid: pp: 1-35
6/9 TH	**Group Leadership and Co-Leadership** Multicultural Perspective on Group Work Essential Skills and Tasks of Ethical Leadership Professional Training and Supervision **In-Class Small Group #2 7:00 – 8:00 p.m.** **Student Learning Assessment DUE**	**30 points**	Schiller, "Not for Women Only: Relational Model" Toseland and Rivas, Ch. 5 Leadership and Diversity pp. 149 - 157 One-minute Co-leadership handouts
6/14 TU	**Pre-Group Work** Group Composition Working with Diverse Groups		Corey, Ch. 4 Early Stages in the Development of Group Gumpter and Black. "Ethical Issues in Group Work"

	Member Selection and Preparation Logistical and Practical Considerations **Weekly Learning Reflection due**	**10 points**	
6/16 TH	**Working Stage of Group** Working Therapeutically with Conflict **In-Class Small Group #3 7:00 – 8:00 p.m.**		Corey, Ch. 5 Working Stage pp. 94-107 Wayne & Gitterman, "Offensive Behavior in Groups"
6/21 TU	**Working with Children in Group** **Weekly Learning Reflection due**	**10 points**	Malekoff, Gatekeepers, Gatecrashers, and Gateways in Group Work with Kids: A Mystery Story Coholic, et al. Facilitating Art-based Mindfulness Group for Vulnerable Children **Optional:** Shechtman & Gluk, "Therapeutic Factors in Children's Groups"
6/23 TH	**Psychodynamic/Psychoanalytic Approach and Interpersonal Process Groups** **In-Group Small Group # 4 (Consultation) 7:00 – 8:00 p.m.** **Take home final released on Canvas**		Corey, Chapter 6: Psychoanalytic Approach to Groups **Optional:** Kirman, "Working with Anger in Groups" Modern Analytic Approach
6/28 TU	**Self-Help and Support Groups (AA, Grief)** **Weekly Learning Reflection due**	**10 points**	Zastrow, Ch. 8 Self-Help Groups Serlin, Support Groups for Women with Breast Cancer
6/30 TH	**Working with Adolescents in Group** **Guest Speaker: Mary Beer, LCSW Adjunct Professor at UT SSW** **In-class Small Group #5 7:00 – 8:00 p.m.** **Take home final due**	**120 points**	Harvey, A. Group Work with African-American Youth in the Criminal Justice System Tucker, Adventure Based Group Therapy
7/5 TU	**Psychoeducational and Social Skills Groups** **Weekly Learning Reflection due**	**10 points**	Gitterman, A. & Knight, C. Curriculum and Psychoeducational Groups: Opportunities and Challenges.
7/7 TH	**Working with Older Adults in Group** **5:30-6:30 pm** **In-Class Small Group #6 7:00 – 8:00 p.m.**		Rodio & Holmes, Lessons Learned from Ballroom Dancing with Older Adults Wilson, S. & Rice, S. Group Work with Older Adults

7/12 TU	**Treatment Groups (Intensive Outpatient, Inpatient and Eating Disorder groups)** **Guest Speaker: Delinda Spain, LCSW, CGP, CEDS** **Weekly Learning Reflection due 10 points**		Topor, et al. "Skills for Recovery: A Recovery-Oriented Dual Diagnosis Group for Veterans with Serious Mental Illness and SubstanceAbuse"
7/14 TH	**CBT Groups** **Mindfulness-Based Groups** (MBSR, MBCT, and DBT) **In-Class Small Group # 7 7:00 – 8:00 p.m.**		Corey, Ch. 13 Cognitive Behavioral Approaches to Groups Baer, R. "Mindfulness Training as a Clinical Intervention"
7/19 TU	**Expressive Arts in Group Settings (Psychodrama, Writing, Music, Movement, etc.)** **Weekly Learning Reflection due**	10 points	Corey, Chapter 8 Psychodrama in Groups Boldt & Paul. "Building a Creative Arts Therapy Group"
7/21 TH	**Endings in Group Work** Termination Assessment Practice Evaluation in Groups **In-class Final Small Group Meeting #8 7:00 – 8:00 p.m.**		Corey, Ch. 5 pp. 107 - 112 Rebmann,Warning: There's a lot of Yelling in Knitting" Zastrow, Evaluation in Groups
7/26 TU	**Group Work in the Global Community** Wisdom Circles and the Council Process Review, Reflection, and **Celebration** **Weekly Learning Reflection due** **Small Group Experiential and Written Analysis Due 8/1/16**	10 points 115 points	Coates, et. al. Restorative Justice Circles: An Exploratory Study Coyle & Zimmerman, The Practice of the Council.

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        example of nondeliberative social group work practice. *Social Work with
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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