

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

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SOCIAL WORK PRACTICE WITH GROUPS

I. COURSE DESCRIPTION

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

II. COURSE OBJECTIVES

Through participating in this class, students will:

1. Demonstrate an understanding of social group work and practice related to the strengths, capacities and resources of individuals within groups. (PB 11, 35, 38)
2. Develop leadership skills with groups in order to help alleviate critical social problems and enhance group well-being. (PB 1, 2, 3, 4, 38)
3. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages. (PB 11, 12, 13)
4. Understand and apply basic concepts of task-oriented group work, including recruiting and selecting members, leadership, group decision-making and problem solving, running an effective meeting, and evaluation of task groups. (PB 29, 30, 31)
5. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation). (PB 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40)
6. Develop skills in identifying, analyzing and implementing empirically-based group interventions and evaluating group effectiveness. (PB 5, 11, 12, 36, 37, 38, 39, and 40)
7. Develop tools and techniques for understanding, affirming, and respecting group members from diverse backgrounds, distinguished by characteristics including (but not

limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin (PB 11, 30)

8. Explore what is involved in making real-life ethical choices, establishing a professional self, applying social work values and utilizing the ethical decision making process, as illuminated by the NASW Code of Ethics, to social work with groups. (PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
9. Demonstrate an understanding of the pursuit of social and economic justice including group/community strategies to combat discrimination, oppression, and economic deprivation for individuals and families. (PB 1, 29, 30)

III. TEACHING METHODS

This course includes a variety of learning experiences to achieve the course objectives and result in the students' educational outcome of mastering knowledge and skill in this area. The class includes lectures, readings, discussions, speakers, experiential learning, and group activities. It may also include videos and guest speakers. The professor models group work principles and strategies. The class is organized as an experiential skill laboratory, utilizing small group context for practice, role play, and other experiential activities for student skill development in leading groups.

IV. REQUIRED TEXT & READINGS

Required Text: (available at University bookstore)

Zastrow, C.H. (2009). *Social work with groups* (7th ed.). Belmont, CA: Brooks/Cole.

Supplementary Text: (available at University bookstore)

Metcalf, L. (1998). *Solution-focused group therapy*. New York, NY: The Free Press.

Online Course Readings as posted on Blackboard

V. COURSE REQUIREMENTS:

Expectations of Students: Students are expected to:

1. Attend class sessions promptly and regularly. The professor reserves the right to lower a student's final grade if the student misses more than two classes. In unavoidable situations or emergencies (USOE) students must notify the professor about missing class and they are responsible for any missed notes or materials.
2. Complete assigned readings and any homework before class and be prepared to discuss materials from readings and/or any homework related to the readings. Some students in groups classes decide to form study groups in which to share and discuss the readings before class.
3. Participate in class; including discussing the assigned readings, sharing any homework, contribute to class discussions, ask salient questions, and complete self rating scales to record their participation.
4. Turn in assignments on the stated due date at the beginning of class. Assignments turned in after class starts or at the end of class are late. Late assignments are assessed point penalties at the rate of 5 points per day. If a student cannot complete an assignment on time, it is customary to inform the professor as soon as

they know they won't make the date, and negotiate another due date. Note: late assignment penalties will remain in effect.

5. Prepare homework on the scheduled date (listed in the course outline). In any USOs, students must inform the professor before class time, and must turn in homework as soon as possible.
6. Demonstrate knowledge of group work theories, techniques, evaluation, and skills. Learnings and knowledge are demonstrated through class discussions, small group activities and exercises, class participation, homework, self report scaling, and homework.
7. Meet with the professor to discuss their progress in the class and/or to explore ways to improve grades if needed. The professor keeps regular office hours for this purpose, and can be available at other times by appointment. Any such meetings must be scheduled by the student such that they have time to improve before the end of the semester. FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.
8. Resolve challenges with colleagues within any of the student peer groups by using the group skills learned in class. The professor is willing to act as a consultant if group members are unable to resolve their differences.
9. Conduct themselves ethically. The professor and students have an ethical responsibility to colleagues to ensure the class environment is maintained as a respectful, confidential, safe, and educational setting. Group class, like other social work practice classes may be emotionally challenging for some students. The professor welcomes student feedback. The class adheres to social work values and the NASW Code of Ethics.

VI. Required University Notices & Policies that must be included in Syllabi:

Special Accommodations for Students with a Disability

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class. In addition, the School of Social Work's [DiNitto Center For Career Services](#) is available to assist students in many ways.

Policy on Scholastic Dishonesty

Any student who violates the University rules on scholastic dishonesty is 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 are strictly enforced. For further information, please refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

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 practice related to agency

and/or community safety. Students should also notify instructors regarding any safety concerns.

Religious Holy Days

The university respects students' observance of holy days. Students are required to notify the professor of a pending absence at least fourteen days before the date they intend to observe of a religious holy day. The professor gives the student an opportunity to complete any missed work within a reasonable time after the absence when the proper notice has been given by the student. For religious holy days that fall within the first two weeks of the semester, students should give the notice on the first day of class.

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 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>.

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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII. COURSE ASSIGNMENTS

Class Attendance and Participation (25% of your grade) This course is practice related. Each class includes "Group Discussion Activities" and/or "Skill-building Exercises" as opportunities for students to share what they are learning or for practicing the attendant skills. There are opportunities for students to use their own life experiences in these activities and exercises; therefore, we will discuss class personal sharing and make agreements about keeping our stories confidential if necessary.

Students are graded on the following aspects of participation: active class involvement and discussion, demonstrating an understanding of the course materials, and evidence

of having read the readings and completed the in-chapter Exercises. Each chapter of the major text has exercises and space for writing answers within the chapter. Reporting on completing these is considered class participation. Usually the professor asks for volunteers to share their notes from these exercises.

Class involvement is graded based on the student's self-evaluation and the instructor's observation of class participation. The class participation grade is not only determined by the quantity of participation behaviors (utterances, arm waving, etc) but also on the quality of the participation; i.e. having salient contributions, reflecting preparation and knowledge of the material, and raising thought-provoking questions or issues.

Homework (25% of your grade)

In the Zastrow workbook (text) there are student exercises in each chapter. Students are required to complete some of these exercises, as listed in the Course Schedule. The exercises can be written in the workbook itself and torn out to be turned in or they can be completed on notebook paper or on your computer and printed for class. Some students print them and keep them in a 1" three-ring binder. The professor reviews these assignments throughout the semester to grade them, so they need to be completed by the date due.

Group Observation Assignment (25% of your grade)

Students are required to locate a service agency that provides group social work services or support groups. When the student locates an agency they want to use for this assignment, they must request and obtain permission from an agency administrator and a group leader to observe some groups. Sometimes students have difficulty finding a group to observe. Therefore, start researching agencies for opportunities as soon as possible to ensure completing this assignment! Many agencies have requirements that student observers be approved as "volunteers" and sometimes approval entails various background checks. Volunteer coordinators at agencies usually know what the agency's requirements are. Agencies that offer psycho-educational groups can be more likely to allow observers. If the student cannot find a group to observe, other options include:

- Attending THREE 12-step program meetings and observing the group interactions in self-help groups.
- Joining a therapy or psycho-educational group and observing the interactions in the group while attending.

In all situations of group observation or participation and observation students must respect and keep confidentiality. Students are to observe the group, taking notes while you observe or immediately afterwards if note-taking behavior seems too disruptive to process. If the group facilitator allows audio taping of the session this can facilitate accurate notes for your group assignment. This assignment includes the requirement that once the student returns home and reflect on their experience, he or she creates a group profile and reaction paper including the following information:

- a) The purpose of the group, including the benefits and goals for group participants
- b) Group composition and structure
- c) The facilitator's leadership techniques and style (students may interview the group facilitator after their group experience to find out more about how the group operates, etc.

- d) Specific dynamics noted re: interactions between members, systems observations, etc.
- e) The stage of group development that the student can analyze from observations.
- f) Based on student's group analysis (c-f above) and learnings from the class, conclude the paper with an overall assessment of the strengths of the group and areas that might be improved or facilitated differently.

The paper must be between 5 and 10 pages, using APA style. Since this is a narrative about your experience (similar to a case study) it is acceptable to use the "first person" perspective (see <http://owl.english.purdue.edu/owl/resource/560/15/> for more details about style). Keep your references limited to exact quotes from readings or people interviewed.

Group Class Presentation (25% of your grade)

The professor will assign students into small groups of no more than 6 members. Each group is required to prepare and conduct a class session. The semester is organized such that on Tuesdays the class begins a chapter of the Zastrow text and Thursdays are for practice activities and exercises related to the week's chapter. Each group is assigned a class section and is responsible for presenting the class and the exercises for that week.

VIII. EXPLANATION OF CSWE ACCREDITATION STANDARDS

The UT School of Social Work has been continuously accredited by the **Council on Social Work Education (CSWE)** since 1952. In order to maintain accreditation status, the school engages 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.

Competency 2.1.1 ~ Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

PB1 Advocate for client access to the services of social work

Objectives: 2, 8, and 9

Assignment: Group observation and homework

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

Objectives: 2 and 8

Assignment: Group Class Presentation

PB3 Attend to professional roles and boundaries

Objectives: 2 and 8

Assignment: Group Class Presentation and homework

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objectives: 2 and 8

Assignment: Group Class Presentation and homework

PB5 Engage in career-long learning

Objectives: 6 and 8

Assignment: Group Observation Assignment

PB6 Use supervision and consultation

Objectives: 8

Assignment: Group Class Presentation

Competency 2.1.2 ~ Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

PB7 Recognize and manage personal values to allow professional values to guide practice

Objectives: 8

Assignments: Group Class Presentation and homework

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

Objectives: 8

Assignments: Group Class Presentation and homework

PB9 Tolerate ambiguity in resolving ethical conflicts

Objectives: 8

Assignments: Group Class Presentation and homework

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objectives: 8

Assignments: Group Class Presentation and homework

Competency 2.1.3 ~ Apply critical thinking to inform and communicate professional judgments: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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

Objectives: 1, 3, 6, and 7

Assignment: Group Observation, Group Class Presentation and homework

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

Objectives: 3 and 6

Assignment: Group Observation and homework

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

Objectives: 3

Assignment: Group Observation and homework

Competency 2.1.10a: ~ Engagement

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

Objectives: 4, 5, and 9

Assignments: Group Class Presentation and Homework

PB30 Use empathy and other interpersonal skills

Objectives: 4, 5, 7, and 9

Assignments: Group Class Presentation and Homework

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

Objectives: 4 and 5

Assignments: Group Observation, Group Class Presentation and homework

Competency 2.1.10b ~ Assessment

PB32 Collect, organize, and interpret client data

Objectives: 5

Assignments: Group Observation and homework

PB33 Assess client strengths and limitations

Objectives: 5

Assignments: Group Observation and homework

PB34 Develop mutually agreed-on intervention goals and objective

Objectives: 5

Assignments: Group Class Presentation and homework

PB35 Select appropriate intervention strategies

Objectives: 1 and 5

Assignments: Group Observation, Group Class Presentation and homework

Competency 2.1.10c - Interventions

- PB36** Initiate actions to achieve organizational goals
 Objectives: 5 and 6
 Assignments: Group Observation
- PB37** Implement prevention intervention that enhances client capacities
 Objectives: 5 and 6
 Assignments: Group Class Presentation
- PB38** Help clients resolve problems
 Objectives: 1, 2, 5, and 6
 Assignments: Group Observation, Group Class Presentation and homework
- PB39** Negotiate, mediate, and advocate for clients
 Objectives: 5 and 6
 Assignments: Group Class Presentation and homework
- PB40** Facilitate transitions and endings
 Objectives: 5 and 6
 Assignments: Group Class Presentation and homework

Course Assignments Relationship with Practice Behaviors

- Homework: (PB 1, 3, 4, 7, 8, 9, 10, 11, 12, 13, 29, 30, 31, 32, 33, 34, 35, 38, 39, and 40)
- Group Observation Assignment: (PB 1, 5, 6, 12, 13, 32, 33, and 35)
- Group Class Presentation (PB 2, 3, 4, 7, 8, 9, 10, 11, 29, 30, 31, 34, 35, 36, 37, 38, 39, and 40)

VII. COURSE GRADING CRITERIA

Student Performance Evaluation

Course Requirement	% of grade
Homework (10 weeks @ 10 points each)	25%
Group Observation Summary	25%
Group Class Presentation	25%
Participation	25%
TOTAL	100%

Grading Scale	
100-94	=A
93-90	= A-
89-87	=B+
86-84	=B
83-80	=B-
79-77	=C+
76-74	=C
73-70	=C-
69-67	=D+
66-64	=D
63-60	=D-
59 <	below=F

The professor takes into account the quality of each student’s writing as well as the content! Students should use the American Psychological Association (APA) - 4th edition format in their writing. Students should also carefully review, edit, and proofread their writing for common errors such as spelling, punctuation, typos, and good grammar. The School of Social Work’s [DiNitto Center For Career Services](#) offers assistance in college-level writing for students whose skills need improvement.

Students’ research must cite recent peer-reviewed journal articles, books, and acceptable online resources. Utilize the UT Library! Be wary of certain web-based information that does not reference academic, government or well-respected sources. Consult with the professor if you have questions about this.

VIII. COURSE OUTLINE

This schedule is intended as a guide - the professor reserves the right to shift sessions and topics around based on the learning needs of the class. The students should complete the readings as they are outlined. This is especially important since the homework will cover the required readings for that period of time. The student is responsible for all readings whether the material is covered as lecture material or not.

In fact, since this is an experiential course, the professor presupposes that the readings are understood unless a student raises questions about them in class.

SW333 Social Work Practice with Groups
 Spring, 2011
Course Schedule

Week	Date	Description	Preparations Readings (# Pages) / Homework
1	1/17	Getting acquainted and course overview	Review Syllabus
	1/19	Groups: Types & Stages of Group Work	<u>Zastrow: Ch. 1</u> (22) Homework: Zastrow Ch 1 Exercises: Do any 3
2	1/24	Social group work and social work practice	<u>Zastrow: Ch. 2</u> (29) <u>Metcalf: Ch. 1</u> (33)
	1/26	Group work practice	(BB): Middleman, R. & Wood, G. (1990). Reviewing the past and present of group work and the challenges of the future. <i>Social Work with Groups</i> 13(3), 3-20. (17) Homework: Zastrow Ch 2 Exercises: All except 2.3 & 2.4
3	1/31	Group Dynamics: Leadership	<u>Zastrow: Ch. 3.</u> (20) Recommended (BB): Becvar, R., Canfield, B., & Becvar, D. (1997) Issues in group dynamics and group work. <i>Group work: Cybernetic, constructivist, and social constructionist perspectives</i> . Denver, CO: Love Publishing Co. Ch 3: (22)
	2/2	Group work practice	Text: (BB): Norten, H. (1998). Ethical dilemmas in Social Work with Groups. <i>Social Work with Groups</i> , 21(1/2). Haworth Press, Inc. (14) Homework: Zastrow Ch 3 Exercises: 3.4 -3.7
4	2/7	Group Dynamics: Goals & Norms	<u>Zastrow: Ch. 4</u> (23)
	2/9	Group work practice	Homework: Zastrow Ch 4 Exercises: 4.1, 4.3 - 4.7
5	2/14	Verbal & Nonverbal Communication	<u>Zastrow: Ch. 5</u> (31) Homework: Zastrow Ch 5 Exercises: 5.5, 5.9 & any other two.
	2/16	Student Group Presents	<u>Metcalf: Ch. 2</u> (29)

- Be sure to be working on your Group Observation Assignment -

Week	Date	Description	Preparations Readings (# Pages) / Homework
6	2/21	Task Groups	<u>Zastrow</u> : Ch. 6 (28) Homework: Zastrow Ch 6 Exercises: 6.1 - 6.6
	2/23	Student Group Presents	<u>Zastrow</u> : Ch. 6
7	2/28	Working with Diverse Groups	<u>Zastrow</u> : Ch. 7 (26) (BB): Bilides, D. G. (1991). Race, color, ethnicity, and class: Issues of biculturalism in school-based adolescent counseling groups. <i>Social Work with Groups</i> , 13(4), 43-58. (15) Homework: Zastrow Ch 7 Exercises: Do 3 of 6
	3/1	Student Group presents	<u>Zastrow</u> : Ch. 7
8	3/6	Social Work with Families	<u>Zastrow</u> : Ch. 9 (34) Homework: Zastrow Ch 9 Exercises: 9.1 and any other 4
	3/8	Student Group Presents	<u>Metcalf</u> : Ch. 6 (24)
9	3/13 - 3-15	SPRING BREAK	
10	3/20	Educational Groups: Stress Mgt & Time Mgt	<u>Zastrow</u> : Ch. 11 (22) Homework: Zastrow Ch 11 Exercises: 11.5 and any other 4
	3/22	Student Group Presents	<u>Zastrow</u> : Ch. 11
11	3/27	Treatment Groups	<u>Zastrow</u> : Ch. 12 (24) Homework: Zastrow Ch 12 Exercises: Any 4
	3/29	Student Group Presents	<u>Zastrow</u> : Ch. 12
12	4/3	Psycho-educational Groups:	(BB): Jordan, Barrett, Vandiver, & Lewellen. (1999) Psychoeducational family practice. In Franklin & Jordan, (Eds), <i>Family practice: Brief systems methods for social work practice</i> . (pp. 175-197) Belmont, CA: Brooks/Cole (22)
	4/5		<u>Metcalf</u> : Ch. 7 (26)
13	4/10	Solution-Focused Group Work	<u>Metcalf</u> : Ch 3 (20) (BB): Selekman, M. (1999) The solution-oriented parenting group revisited. <i>Journal of Systemic Therapies</i> 18(1), 5-23 1 (19)
	4/12		Homework: TBA <u>Metcalf</u> : Ch 5 (28)

Week	Date	Description	Preparations Readings (# Pages) / Homework
14	4/17	Experiential Groups	Metcalf: Ch 9 (18) (BB): Schoel, J., Prouty, D., & Radcliffe, P. (1988) Theoretical perspectives. <i>Islands of healing</i> . Hamilton, MA: Ch. 2: (15)
	4/19	Group work practice	Metcalf: Ch 9
15	4/24	Termination & Evaluation of Groups	Zastrow: Ch. 13 (12) (BB): Pollio, D.E. (2003) The evidence-based group Worker, <i>Social Work With Groups</i> , 25(4), 57 – 70
	4/26	Group work practice Group Observation Paper Due	Homework: Zastrow Ch 13 Exercises: Any 3 of 6
16	5/1	Group work practice	
	5/3	Class wrap-up and closure and Class evaluations	

Some Relevant Journals and Newsletters

Child and Adolescent Social Work Journal - Chicago, IL: Kluwer Academic/Human Sciences Press [Bimonthly.]

Groupwork - London: Whiting and Birch Ltd. [Tri-annual.]

International Journal of Group Psychotherapy.

Journal for Specialists in Group Work - Alexandria, VA: Association for Specialists in Group Work, a division of the American Association for Counseling and Development. [Quarterly.]

Journal of Child and Adolescent Group Therapy - New York: Human Science Press.

[Quarterly.]

Research on Social Work Practice - Newbury Park, CA: Sage. [Quarterly.]

Small Group Behavior.

Small Group Research: An International Journal of Theory, Investigation, and Application (Incorporating *Small Group Behavior* and the *International Journal of Small Group Research*) - Newbury Park, CA: Sage. [Quarterly.]

Social Work with Groups: A Journal of Community and Clinical Practice (Vol. 1, No. 1., Spring 1978) - Binghamton, NY: Haworth Press. [Quarterly.]

Social Work with Groups Newsletter - Association for the Advancement of Social Work with Groups, Inc., Akron, OH: c/o The School of Social Work, University of Akron. [Tri-annual.]

Tell-A-Group Hotline Newsletter - Ann Arbor, MI: School of Social Work, Univ. of Michigan.

Youth and Society - Newbury Park, CA: Sage.

Youth Today: The Newspaper on Youth Work - Washington, DC: American Youth Work Center. [Bimonthly.] Free.