

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

<b>Course Number:</b> SW393R	<b>Instructor's Name:</b> Cynthia Penwell, LCSW, CAS
<b>Unique Number:</b> 61650	<b>Office Number:</b> 3.104
<b>Semester:</b> Fall 2017	<b>Phone:</b> 512-922-5865
<b>Meeting Time:</b> Mondays 8:30-11:30am	<b>E-Mail:</b> csPenwell@utexas.edu <b>Office Hours:</b> Mondays 11:30am-12:30pm
<b>Meeting Place:</b> SSW 2.132	

**Theories and Methods of Group Intervention**

**Course Description**

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

**Course Objectives**

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

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

- (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

## **TEACHING METHODS**

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote self-awareness in relation to group process will be emphasized. The class will be organized as a skill laboratory utilizing small group context and role play to provide opportunities for students to develop group leadership and membership skills. The professor will model group work principles and skills in the leadership of the class. Other teaching methods include class discussion, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

## **REQUIRED READINGS**

The required readings will be posted on canvas via modules for each

### **Recommended Text:**

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

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

Students are expected to review:

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

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

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

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

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

**Additional required weekly readings and handouts will be posted on Canvas.**

## **COURSE REQUIREMENTS**

Students will be required to complete all the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the

assignment guidelines. All written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are listed below. All students are required to complete a grading sheet that is to be turned in with each written assignment to foster their skill and comfort in self evaluation – a critical component of practice evaluation.

## COURSE ASSIGNMENTS

### **Class Attendance and Contribution**

**10pts**

Class contribution grade will be determined in two ways:

**First**, due to the format and content of the course, regular and punctual attendance is imperative. Students are expected to be in class, or in extenuating circumstances, to notify the instructor and at least one other group member that they will be absent. Roll will be taken at the beginning of each class period.

**Second**, there will be ample opportunities for students to take part in experiential in-class and role-play exercises, both as group member and as group facilitators, in addition to the on-going experiential group that will continue throughout the semester. Students are encouraged to get “out of their comfort zone” a bit, as they take part in some of the in-class exercises.

### **Weekly Journal**

**10pts**

In order to give you the opportunity to fully embrace the parallel process component of this course, each student will be expected to turn in a weekly journal on Mondays at the beginning of class. Journals are to discuss the students’ personal and professional learning about group membership and group leadership, class readings or discussion, or may be a targeted question posed by the professor. The journal should be approximately one page, and although your ideas won’t be graded, you will earn all ten points only if your journals have been both timely (due 8:30am Monday mornings) and thoughtful. I encourage you to utilize this opportunity to evaluate and experience the act of journaling.

### **Quizzes**

**TBA**

**15pts**

There will be three unannounced quizzes based on readings, discussions, presentations, videos, experiential exercises, and lecture material. The quizzes will be objective in nature and may consist of multiple choice, true/false, fill in the blank, essay questions, or an in-class experiential project or collaboration.

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

**TBA**

**5pts**

To support informed class interaction, students will be divided into small groups (2-3 students) with each group asked to prepare two or three questions from the assigned readings for one class during the semester. The questions should address some issue or concern raised by the readings for that week that may be of special interest to the students, or perhaps an issue that seems unclear. The questions need to be typed and double spaced, and the small group will present the question and lead a brief class discussion concerning the issue raised, at the beginning of their

assigned class. The questions will then be turned in to the instructor. Grades will be determined by both the quality of the questions, and the ability to elicit informed involvement of the class.

**Researched Student Therapy Group (weekly, 12 wks) 20pts**

Students will be assigned to small groups of approximately 6-8 members. Students will alternate in task and treatment leadership roles. Each group will meet for 12 occasions. Meetings will generally occur during the last 45 mins of class, however, your group will be expected to organize and conduct *one* small group meeting outside of the classroom environment. You are encouraged to consider that the final meeting might be an appropriate one to conduct in a less formal environment, this decision is entirely up to your group.

Each group will reflect adherence to social work values and ethics, and should determine their theoretical model and curriculum/techniques as agreed upon by members after initial facilitation session with instructor. The student therapy groups should reflect real concerns related to the everyday pressures of being a Social Work graduate student. Utilize issues that have importance to you, but are not so personal as to cause you or your fellow group members emotional trauma.

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

**Each week group members will provide written feedback to both the facilitator and this professor. These assessment sheets are to be turned in to the person facilitating the group immediately following group, and are to be attached to the facilitation report at the beginning of class the following Monday. Your participation and attendance in group, as well as the intention and feedback provided to your facilitator, are the grounds for your grade on this portion of your learning.**

**2. Mutual Aid Group Facilitation Report. 10 pts**  
**(Due the Monday following the group meeting in which you serve as facilitator)**

Beginning the second week of the semester, students will participate as members and facilitators in mutual aid groups. The focus of the groups is personal and professional development. They will provide an opportunity for integrating “knowing, feeling and doing” through discussion and reflection. The groups will meet for 45 minutes, once a week, for twelve weeks, during the second hour of class Mondays. Each class member will have the opportunity to plan and facilitate one group session. When serving as facilitator, the student prepares 1) a plan for the session, 2) a summary assessment of the session, 3) a summary of the “Assessing Your Group” feedback sheets from group members, and 4) an assessment of personal strengths and areas for growth as a facilitator. The report should be no longer than 3 typed pages.

**3. Leadership Essay: (due 9/25) 10pts**

Write an essay that addresses the topic of leadership. The essay will respond to the following questions: 1) What are characteristics of an effective leader? 2) What are some ways to develop

leadership skills? 3) How would you assess your own leadership skills and strengths? 4) How can you build on these strengths? The essay should draw on personal reflections and course readings. Maximum length is 4 pages.

**4. Small group learning experience and Critical Reflection Paper (due 12/11) 20pts**

I recommend you cut and paste the entire assignment outline and respond to each item utilizing APA format in the clearest organizational manner possible.

Assignment Outline

- I. Your name
- II. Group name
- III. Name of exercise; your initial reactions and feelings about the group exercise, how your feelings may or may not be parallel to others beginning a group
- IV. Names of participating group members
- V. Identify the properties of your small group – participation patterns, communication patterns, sociometric patterns, decision-making patterns and overall level of cohesion.
- VI. Cite and identify evidence of the theoretical method and curriculum utilized and how your group came to make these decisions
- VII. Cite and identify evidence of Yalom’s therapeutic factors within your small group experience.
- VIII. Assess how issues of diversity may have impacted your group experience.
- IX. Identify the stage of group development that your group achieved. Please explain.
- X. To what degree did your group achieve the specific elements of its mutually agreed upon contract. Please explain.
- XI. List each group member’s name, including your own; describe and assess their contributions to the overall functioning of the group; note any significant moments or contributions that seems appropriate.
- XII. Suggestions for improving your role in this small group as well as future small group experiences.
- XIII. Your overall feelings about your experience in the small group. To what degree did the group meet your socio-emotional needs with regards to its goals of education, support and growth?

Reflection papers should be between 8-10 pages, use APA (5th ed) citation style, and include a reference list. This paper serves as your final exam, and is due on the last day of class

**Letter grades will be assigned as follows:**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+

74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

*Class failed/no credit: 73 and below.*

**To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.**

Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 6<sup>th</sup> edition format should be used when relevant. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade, particularly the research paper.

### **University Policies**

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**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.



**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.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail

address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **Religious Holy Days**

[By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.]

### **Q Drop Policy**

[If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop> ]

### **Student Accommodations**

[Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

- Please request a meeting as soon as possible to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not

- accessible
- Please notify me if any of the physical space is difficult for you]

### **Academic Integrity**

[Each student in the course is expected to abide by the University of Texas Honor Code:

**“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”**

[This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT’s Academic Honesty Policy which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)]

### **University Resources for Students**

[The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes]

#### **The Sanger Learning Center**

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

#### **The University Writing Center**

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students’ resourcefulness and self-reliance.

<http://uwc.utexas.edu/>

#### **Counseling and Mental Health Center**

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

#### **Student Emergency Services**

<http://deanofstudents.utexas.edu/emergency/>

#### **ITS**

Need help with technology? <http://www.utexas.edu/its/>

## **Libraries**

Need help searching for information? <http://www.lib.utexas.edu/>

## **Canvas**

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

## **Important Safety Information**

### **BCAL**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

### **Evacuation Information**

(add any that are particular to your building)

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emer](http://www.utexas.edu/emer)

### VIII. COURSE SCHEDULE

<b>Date</b>	<b>Description</b>	<b>Text/Readings</b> <i>Read by date shown</i>
Session 1 Monday, Sept 11	Overview of Course – Syllabus, Assignments, Due Dates, Experiential Groups; Experiential Learning	<b>Canvas Reading as indicated in Module #1</b>  (discussion question sign up) (experiential group sign up)
Session 2 Monday, Sept 18	Leadership and Role of the Facilitator Work Essential Skills and Tasks of Ethical Leadership Professional Major theoretical orientations in group work pt 1; Social Learning Theory (cognitive behavioral), Psychosocial Development, and Systems Theory	<b>Canvas Reading as indicated in Module #2</b>
Session 3 Monday, Sept 25	Major theoretical orientations in group work pt 2; Psychodynamic (Alderian), and Conflict Theory; Practice Models: solution-focused, narrative, problem-solving Therapeutic Factors Stages and Tasks of Group leaders  <i>#1 class small groups 10:15-11:15</i>	<b>Canvas Reading as indicated in Module #3</b>  <b>**Weekly Learning Reflection Due**</b>  <b>-Leadership paper due-</b>
Session 4 Monday, Oct 2	Assessment and Pre-Group Work Member Selection and Preparation Working with Diverse Groups Logistical and Practical considerations  <i>#2 Class Small Group 10:15 – 11:15</i> <b>Discussion Questions – Group A</b>	<b>Canvas Reading as indicated In Module #4</b>  <b>**Weekly Learning Reflection Due**</b>
Session 5 Monday, Oct 9	Group stages: the Beginning Group Stage First meetings; Readiness, purpose, contract, approach-avoidance of members; Worker skills and the development of a climate of trust  <i>#3 Class Small Group 10:15 – 11:15</i> <b>Discussion Questions – Group B</b>	<b>Canvas Reading as indicated In Module #5</b>  <b>**Weekly Learning Reflection Due**</b>
Session 6 Monday, Oct 16	Working Stage of Group; Consideration of stages and factors Working Therapeutically with Conflict  <i>#4 Class Small Group 10:15 – 11:15</i> <b>Discussion Questions – Group C</b>	<b>Canvas Reading as indicated In Module #6</b>  <b>**Weekly Learning Reflection Due**</b>
Session 7	Groups in a multicultural context	<b>Canvas Reading as indicated</b>

Monday, Oct 23	Micro, mezzo and macro factors Ethical considerations  <i>#5 Class Small Group 10:15 – 11:15</i> <b>Discussion Questions – Group D</b>	<b>in Module #7</b>  <b>**Weekly Learning Reflection Due**</b>
Session 8 Monday, Oct 30	Psychodynamic/Psychoanalytic Approach and Interpersonal Process Groups; working with adults long-term <b>** Guest Speaker: Paula Buhls, LCSW ***</b>  <i>#6 Class Small Group 10:15 – 11:15</i> <b>Discussion Questions – Group E</b>	<b>Canvas Readings as indicated in Module #8</b>  <b>**Weekly Learning Reflection Due**</b>
Session 9 Monday, Nov 6	Self-Help and Support Groups (AA, Grief)  <i>#7 Class Small Group 10:15 – 11:15</i> <b>Discussion Questions – Group F</b>	<b>Canvas Reading as indicated Module #9</b>  <b>. **Weekly Learning Reflection Due**</b>
Session 10 Monday, Nov 13	Working with children and adolescents <b>**Guest speaker: Vanessa Flores, LCSW**</b>  <i>#8 Class Small Group 10:15 – 11:15</i> <b>Discussion Questions – Group G</b>	<b>Canvas readings as indicated in Module #10</b>  <b>**Weekly Learning Reflection Due**</b>
Session 11 Monday, Nov 20	Psychoeducational and Social Skills Groups; time-limited groups  <i>#9 Class Small Group 10:15 – 11:15</i> <b>Discussion Questions – Group H</b>	<b>Canvas Reading as indicated in Module #11</b>  <b>**Weekly Learning Reflection Due**</b>
Session 12 Monday, Nov 27	Treatment Groups (Intensive Outpatient, Inpatient and Eating Disorder groups) <b>**Guest Speaker: Kayle Evans, LMSW, LCDC, ADS**</b>  <i>#10 class small groups 10:15-11:15</i>	<b>Canvas readings as indicated in Module #12</b>  <b>**Weekly Learning Reflection Due**</b>
Session 13 Monday, Dec 4	Working with Older Adults in Group Variations in Group Work Practice: Group Work in Crisis Situations and with Populations-at-Risk  <i>#11 class small groups 10:15-11:15</i>  <b>Discussion Questions – Group I</b>	<b>Canvas Reading as indicated In Module #13</b>  <b>**Weekly Learning Reflection Due**</b>
Session 14 Monday Dec 11	Endings in Group Work Termination Assessment Practice Evaluation in Groups	<b>Canvas readings as indicated in Module #14</b>

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