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

**Course Number:** SW 393R

**Instructor:** Erin Spalding, LCSW

**Unique Number:** 61655

**Office Number:** 3.104a

**Semester:** Fall 2017

**Cell Phone:** 512-297-9888

**Meeting Time:** Tuesdays 8:30-11:30am

**Office Hours:** Tues. 11:30-12:30 or  
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## **Theories and Methods of Group Intervention**

### **Course Description**

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

### **Course Objectives**

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

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

5. Select and design group work programs, methods, and activities, and to then critically evaluate and analyze these group work approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of group work services to children, adolescents, adults, and the elderly; **(CL/APB 2, 6 and 8)**

6. Integrate and apply core and advanced group work skills and processes, including, but not limited to, creation and maintenance of the group, resolving conflict, dealing with challenging clients, working in the here-and-now, and fostering the therapeutic factors of group work; **(CL/APB 10a)**

7. Implement and evaluate the effectiveness of group work interventions for children, adolescents, adults and older adults; **(CL/APB 10c)**

8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and older adults based on the context in which they are delivered; **(CL/APB 4 and 8)**

9. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with children, adolescents, adults and older adults. **(CL/APB 2)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be obtained from your Student Handbook.

**EP2.1.2. Apply social work ethical principles to guide professional practice.**

**CL/APB2** Refine ability to manage value differences and ethical dilemmas

**Objectives:** 5, 9

**Assignment:** Class discussion, assigned readings, take home exam, learning reflection papers, small group assignment

**EP2.1.4. Engage diversity and difference in practice.**

**CL/APB4** Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems

**Objectives:** 2, 3, 8

**Assignment:** Take home exam, classroom experiential exercises, class discussion, assigned readings

**EP2.1.6. Engage in research-informed practice and practice-informed research.**

**CL/APB6** Apply empirically supported evidence to practice

**Objectives:** 1, 4, 5

**Assignment:** Take home exam, class experiential exercises, class discussion

**EP2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**CL/APB8** Identify and evaluate agency programs and/or practices in relation to client needs

**Objectives:** 3, 5, 8

**Assignment:** Class discussion, assigned readings, take home exam, learning reflection papers

**EP2.1.10a. Engagement.**

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

**Objectives:** 2, 6

**Assignment:** Class discussion, experiential class exercises, take home exam, learning reflection papers

**EP2.1.10c. Intervention**

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

**Objectives:** 1, 4, 7

**Assignment:** Class discussion, classroom experiential exercises, take home exam

**Teaching Methods**

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

**Required and Recommended Texts and Materials**

**Required Text:** Corey, M.S., Corey, G. & Corey, C. (2014) *Groups: Process and Practice* (9th ed.)

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

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

**Students are also expected to review:**

UTSSW Standards for Social Work Education

<http://www.utexas.edu/ssw/dl/files/academic-programs/other/standards-sw-education.pdf>

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>

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)

[http://www.iaswg.org/docs/AASWG\\_Standards\\_for\\_Social\\_Work\\_Practice\\_with\\_Groups2010.pdf](http://www.iaswg.org/docs/AASWG_Standards_for_Social_Work_Practice_with_Groups2010.pdf) [http://www.iaswg.org/Practice\\_Standards](http://www.iaswg.org/Practice_Standards)

NASW Policy Statement on Professional Self Care

<http://www.naswdc.org/nasw/memberlink/2009/supportfiles/ProfesionalSelf-Care.pdf>

## Course Requirements

Students will be required to complete all the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstrations 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 professor 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, due dates can be found on the course schedule and on the assignment sheets. All assignments will be submitted via Canvas unless instructed otherwise.

<b>Assignment</b>	<b>Total Points</b>
1. Class Participation	30 points
2. Learning Inventory and Group Leadership Assessment Tool	30 points
3. Collaborative Learning Quizzes (4)	40 points
4. Learning Reflection Papers (6)	60 points
5. Mid-term Exam	100 points
6. Community Support Group Assignment	20 points
7. Small Group Experiential and Written Analysis Paper	120 points
<b>Total</b>	<b>400 points</b>

### Letter grades will be assigned as follows:

<b>Point Total</b>	<b>Grade</b>
376-400 points (94.0 and above)	A
360-375 points (90.0-93.999)	A-
348-359 points (87.0-89.999)	B+
336-347 points (84.0-86.999)	B
320-335 points (80.00-83.99)	B-
308-319 points (77.0-79.999)	C+
296-307 points (74.0-76.999)	C
280-295 points (70.0-73.999)	C-
268-279 points (67.0-69.999)	D+
256-267 points (64.0-66.999)	D
240-255 points (60.0-63.999)	D-
239 points or below (59.999 and below)	F

## 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.

**Course Schedule:**

Date:	Topic:	Readings:	Due:
Tuesday, Sept. 5th	Welcome Course/Syllabus Overview Introduction to Groups	Syllabus NASW Code of Ethics Standards for Social Work Practice with Groups <b>Corey’s, Ch. 1, pp. 3-1</b> <b>Yalom, Ch. 1 - Therapeutic Factors</b>	

<b>Friday, Sept. 8<sup>th</sup></b>			<b>Learning Reflection #1 Due</b>
<b>Tuesday, Sept. 12<sup>th</sup></b>	<b>Group Leadership and Co-leadership</b> Multicultural perspectives on group work Learning Inventory	<b>Corey Ch. 1 pp. 12-23 &amp; Ch. 2</b> <b>Tosland &amp; Rivas Ch. 5</b> Leadership and Diversity <b>pp. 149-157</b> <b>NASW Standards for Cultural Competence</b>	
<b>Friday, Sept. 15<sup>th</sup></b>			<b>Learning Inventory/Group Leadership Assessment Due</b>
<b>Tuesday, Sept. 19<sup>th</sup></b>	<b>Ethics and Legal Issues in Group Counseling</b> Group dynamics and cohesion Learning Inventory Discussion <b>Quiz #1</b>	<b>Yalom Ch. 2</b> -Therapist working in the Here and Now <b>Corey, Ch. 3, Guidelines for Ethics—</b> American Group Psychotherapy Assn. and <b>Ethical Guidelines for Group Counselors—</b> Assn. for Specialist in Group Work  <b>Gumpert &amp; Black</b> – “Ethical Issues in Group Work	
<b>Friday, Sept. 22<sup>nd</sup></b>			<b>Learning Reflection #2 Due</b>
<b>Tuesday, Sept. 26<sup>th</sup></b>	<b>Pre-Group Work</b> Practical Considerations in forming a group <b>Initial Stage</b>	<b>Corey’s, Ch. 5 &amp; Ch. 6</b> –Initial Stages of Group  <b>Yalom, Ch. 11</b>	
<b>Tuesday, Oct. 3<sup>rd</sup></b>	<b>Transition Stage of Group</b> Working therapeutically with conflict	<b>Corey’s, Ch. 6</b> – Group Process Concepts  <b>Corey’s, Ch. 7</b> – Transition Stage  <b>Yalom, Ch. 2</b> – Interpersonal Learning (Optional)	
<b>Tuesday, Oct. 10<sup>th</sup></b>	<b>Theories and Techniques of Group Counseling</b> <b>Quiz #2</b>	<b>Corey’s, Ch. 4</b>	



Friday, Oct. 13 <sup>th</sup>			Learning Reflection #3 Due
Tuesday, Oct. 17 <sup>th</sup>	Theories and Techniques of Group Counseling	Corey's, Ch. 4	
Tuesday, Oct. 24 <sup>th</sup>	Working Stage of Group	Corey's, Ch. 8	
Sunday, Oct. 29 <sup>th</sup>			Take Home Mid-Term Due
Tuesday, Oct. 31 <sup>st</sup>	Managing Challenging Behaviors and Conflict	Corey's, Ch. 7 Yalom, Ch. 13 Wayne & Gitterman, "Offensive Behavior in Groups"	
Friday, Nov. 3 <sup>rd</sup>			Learning Reflection #4 Due
Tuesday, Nov. 7 <sup>th</sup>	Working with Children and Adolescents <i>Quiz #3</i>	Corey's, Ch. 10	
Tuesday, Nov. 14 <sup>th</sup>	Treatment Groups (Intensive Outpatient, Inpatient, Eating Disorder ...)	Corey, Ch. 11 - Will be divided into groups based on choice of one of group examples.	
Friday, Nov. 17 <sup>th</sup>			Learning Reflection #5 Due
Tuesday, Nov. 21 <sup>st</sup>	Self-help, Support, Psycho-educational Groups. <i>Guest Speaker</i>	Readings assigned on canvas	
Tuesday, Nov. 28 <sup>th</sup>	Mindfulness-Based Groups Expressive Arts in Group Settings <i>Quiz #4</i>	Baer, R. "Mindfulness Training as a Clinical Intervention" Bolt & Paul. "Building a Creative Arts Therapy Group"	
Friday, Dec. 1 <sup>st</sup>			Learning Reflection #6 Due

<b>Tuesday, Dec. 5<sup>th</sup></b>	<b>Advanced/Final Stage of Group</b>	<b>Corey's, Ch. 9 Yalom, Ch. 12</b>	
<b>Friday, Dec. 8<sup>th</sup></b>			<b>Small Group Experiential and Written Analysis Paper Due</b>

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