THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW 393 R4   **Instructor's Name**: Ruth Fagan-Wilen, LCSW, PhD

Unique Number: 62080   **Phone Numbers: (210) 219-0055 (Cell)**

                                              (512) 284-9948 (Home)

Semester: Fall 2011   **E-mail:**   ruthfagan@mail.utexas.edu

Meeting Time/Place: Wed. 5:30-8:30 PM   Office Hours: Wednesdays 4 – 5 PM or by appointment

Classroom: SW2.122   **Instructor's Office:**   3.104a

THEORIES AND METHODS OF GROUP INTERVENTION

I. COURSE DESCRIPTION

The course will cover current group intervention approaches used with children, adolescents, adults, and the elderly across a variety of settings. Students will develop a working understanding of children, adolescents, adults and the elderly 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 the elderly. 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 & II courses and Field Practicum I & II.

** *Please Note:*   *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.   INCLUDED UNDER "COURSE OBJECTIVES" AND "COURSE ASSIGNMENTS" YOU WILL NOTE a list of the specific Educational Policies (EPs) and Practice Behaviors (PBs) that are assessed in this course.   These standards have been included in this syllabus to better integrate CSWE   EPAS requirements with our curriculum   The complete EPAS descriptions can be optioned from your Student Handbook.*

II.   COURSE OBJECTIVES: Upon completion of this course, student 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 the elderly **(CL/APB 4 and 10a)**

3. Adapt group work intervention models, programs, and activities for use with children, adolescents, adults, and the elderly to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spiritual, physical or mental ability, developmental level, age, and national origin; **(CL/APB 4 and 8**)

4. Evaluate, select, and design group work programs, methods, and activities for children, adolescents, adults, and the elderly based upon their empirical base, practice utility, potential, range of applicability and limitations**; (CL/APB 6 and 10c)**

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

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

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

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

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

Explanation of how CSWE Educational Policies (EPs) and Practice Behaviors (PBs) match course objectives and class assignments:

EP 2.1.2. Apply social work ethical principles to guide professional practice.
    CL/APB 2 Refine ability to manage value differences and ethical dilemmas
        Objectives 5, 9
        Assignments: Class participation; Mid-term exam essay question; Role-play Reflection
                                          Paper, Part b

EP 2.1.4. Engage diversity and difference in practice.
    CL/APB 4 Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems
        Objectives 2, 3, 8
        Assignments: 3 Brief written assignments; Mid-term exam, essay question; Role-play;
        Reflection Paper, part b

EP2.1.6. Engage in research-informed practice and practice-informed research.
    CL/APB 6 Apply empirically supported evidence to practice
        Objectives 1, 4, 5,
    Assignments: Mid-term exam; Role-play hand-out sheet; Reflection Paper, parts a & e.

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

    CL/APB 8 Identify and evaluate agency programs and/or practices in relation to client needs

        Objectives 3, 5, 8

        Assignments: 3 brief papers; Mid-term Exam; Reflection Paper, part a

EP2.1.10a. Engagement.

    CL/APB 10a Integrate theory-based relational skills in all areas of client engagement

        Objectives 2, 6

        Assignments: Class informed discussion; experiential in-class exercises; Mid-term exam, essay questions; Role-Play (entire); Reflection Paper, parts c and d

EP2.1.10c. Intervention

    CL/APB 10c Critically apply interventions to design, implement and evaluate effective practice

        Objectives 1, 4, 7

        Assignments: In-class discussion question (team); Midterm exam; Role-play demonstration; class hand-out; Reflection papers, part e.

III. Teaching Methods

This course will focus upon lecture and guest presentations, as well as experiential exercises and group simulations. Some video material will be used as well. Exercises to promote *self-awareness* in relation to group process will be stressed in both written assignments and in class interactions. Students will be asked to engage in *informed discussion* of the class assigned readings and be asked to apply these readings to the experiential exercises and group simulations. ***Teaching and learning will be collaborative and interactive***, with the instructor modeling group work principles and strategies. The class will be organized to utilize small group context and role play for development of group facilitation skills, and for the integration of these skills with researched and validated group work theory.

IV. Required and Recommended Texts, and Materials

Required Texts:

Yalom, Irvin.D. (2005). *The theory and practice of group psychotherapy. (5th ed.).* New York: Basic Books.

Malekoff, A. (2004). *Group work with adolescents: Principles and practice. (2nd ed.)* New York: The Guilford Press

Required Readings:

A course packet of required readings is on reserve at the Learning Resource Center of the School of Social Work. Course packet (Fagan-Wilen) is also available for purchase by students at Speedway Printing located at Dobie Mall, 2025 Guadalupe, (512) 478-3334.

Recommended Reference Texts:

Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Pacific Grove, CA : Brooks/Cole Publishing Co.

Gitterman, A. & Shulman, L. (Eds.). (2005) (3rd ed.) *Mutual aid groups, vulnerable and resilient populations, and the life cycle.* New York: Columbia University Press.

V. Course Requirements – There will be 5 main requirements:

1) **Class Contribution** – (Objectives 1 - 9) - Class contribution grade will be determined in four ways:

First, due to the format and content of this course, *regular and punctual* attendance are imperative. Students are expected to be in class, or in extenuating circumstances, to notify the instructor.

Second, as this class relies on participation and involvement of all class members it is important for students come to class prepared to take part in underlined discussion each week, based upon the class readings. Since most students in this class will have already had their first year field placement, informed participation would also include *integration of their past field group work experiences with class discussion and learning*.   (If you have not had your first year field experience yet, this would not apply).

Third, to support informed class interaction, students will be divided into small teams (2-3 students) to prepare **one** question from the assigned readings for one class during the semester. The question should critically analyze, synthesize, or compare/contrast 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 may seem unclear.   The question needs to be typed and double spaced, and the team will present the question and lead a brief class discussion concerning the issue raised, at the beginning of their assigned class. The question will then be turned into the instructor. Grades on a scale of 1 – 10 will be given for the question and will be determined by both the quality of the question and the involved participation of the class. (** **Note:** Please do not prepare 2 or 3 questions, one per student on the team --- this defeats the purpose of thinking through and synthesizing one question, as a team).

Fourth, there will be ample opportunities for students to take part in experiential in-class and role-play exercises, both as group members and as group facilitators. Students are encouraged to "get out of their comfort zone" a bit, as they take part in some of the exercises.

All 4 above aspects of class contribution: attendance, punctuality, informed participation, question prepared for class, and experiential learning will be considered in the total class participation grade.

(15 % of total grade)

2) **Brief Written Assignments** (3)   (Objectives 1 - 9*)* -   There will be three brief (2-3 page) written assignments given to integrate and synthesize readings and other material. The assignments and dates due are listed in the syllabus. These assignments will be graded on a scale of 1 – 10 based upon: answering the question asked in the assignment; clarity of thought and critical analysis; spelling, grammar and punctuation.   **(10% of total grade)**

3) Mid-term Exam: (Objectives 1,2,3,6,8,9) - **This exam will be given on October 12.**   It will cover all aspects of assigned class readings, lecture, and class discussion up to this date, and will include multiple-choice, true-false, short-answer questions, and 1-2 essay-type questions**.**   **(30 % of grade)**

4) Small Group Demonstrations (Researched Role-Plays)- (Objectives 1 - 8) - By the 2nd class, students will be divided into role-play groups of 6-7 students each.   Each group will work to present a **researched and well-prepared role-play demonstration** (lasting approx. 45 minutes) of one of the theoretical group models/at-risk populations listed below, followed by *facilitated* interaction and feedback from the class (15 minutes).   Two in-class times to meet in groups will be given, but additional preparation will require meetings outside of class.   The instructor will be available to meet with each group during the in-class times to answer any questions, or as needed thereafter.

- **The role-play must**: a) demonstrate a group using this modality in the middle (or working) stage of group development; b) clearly demonstrate group interventions specific to that modality; c) attend to issues of diversity including race, ethnicity, culture, spirituality, sexual orientation, and/or socioeconomic status.

   > Note: The group leader may use an abbreviated script or outline during the role-play demonstration to facilitate leading the role-play, however group members may not use a script.   Spontaneity during the role-play, along with adequate rehearsals prior to the role-play, will enhance both group members' learning as well as class learning.

- Please prepare **a brief hand-out** to give class members before the role-play which includes: a) who the various role-play members are and a short description of why they are in group; b) a brief description of the group techniques or interventions that are specific to this model; c) a reference page supporting the use of this model with the population being demonstrated (8-10 citations of relevant evidence-based research, APA 6th Ed citation style.)

- **Facilitated class discussion after the role-play** should also include some discussion of evidence-based research which supports using this modality with the population demonstrated, as well as with which population groups one might not use this modality.

- One group member should keep an **on-going brief summary of each group meeting** (hand-written is fine). The summaries will include who attended; general discussion and planning; and outcomes/decisions reached. These can be very helpful to all group members when reflection papers are written.   The meeting summaries will be turned into the instructor on the date of the role-play presentations.

   (20 % of grade – group grade)

   ** *Evaluation of the group role-play demonstrations will be based upon:*

- Appropriate modality for the type of group being demonstrated, as supported by thorough reading and research focused on the middle (or working) stage of a group composed of these population members.

- Appropriate demonstration of the modality as evidenced by types of interventions shown.

- Degree of preparation of all members as evident from role-play itself, class discussion afterwards, and from the meeting-to-meeting summaries

- Appropriate demonstration of group members' diversity issues integrated into the role-play

- Creativity demonstrated in role-play

- Hand-outs and post group role-play class discussion and interaction

(Note: As you are learners, I am not expecting the role plays to be professionally facilitated, but rather to immerse the student in active learning of that particular modality.   This active learning will require out-of-class group meetings and rehearsal time.   Role-play group grades will be turned back to students the week after the last role play is complete, so as to provide as fair and objective a grading process as possible.)

The group role-play presentation dates are:

Psychodynamic/Interpersonal growth group - **loss and grief group for older adults – Oct. 5**

Cognitive-behavioral – **anxiety treatment group for adults (of any age) -- Oct. 19**

Gestalt therapy/ Play group **– sexually abused children or adolescents --   Nov. 2**

Solution-focused –   **survivors of domestic violence group – Nov. 16**

5)   Role-Play Reflection Paper - (Objectives 1, 2, 3, 6, 8 & 9) The reflection paper should include five aspects:

a) A researched analysis of some aspect of a group theory, perspective, or issue as discussed in class assignments and readings. Examples might be: Any of one Yalom's 11 therapeutic factors (ie universality, or cohesion, or instillation of hope, etc); or Yalom's discussion of "transference and counter-transference;" or Schiller's "relational model of conflict" in women's groups; or Perls' Gestalt concept of "polarities" in dealing with life conflicts. (*These examples are not inclusive – please feel free to pick a group theory perspective or concept of your own choosing if you wish, though do not pick an entire group therapy modality, such as "psychodynamic" or "solution-focused" for your topic*).

   *** This section of the paper needs to be supported with relevant citations and referenced material -- you may use reference material from our in-class readings or assignments, or outside referenced material --- APA (6th Ed.) citation style required.

b) Your *personal* reflections on this issue as it relates to your values, ethics, beliefs, professional, and/or personal experiences.   What are the elements of this concept you agree/disagree with, and why?   How is this concept relevant to your understanding of group process, and your own past experience in groups, including in other classes?   What relevance might the concept have to issues of gender, age, sexual orientation, spirituality, culture or ethnicity, or to disadvantaged, oppressed, or at-risk populations?

c) Include an analysis of how the issue was (or was not) demonstrated *in your group's role play,* either in the role-play itself or in the preparation for the role-play. Did the concept seem to fit with your role-play experience, and if so, how? What other related group processes did you observe in your group and were these concepts or stages supported in our class readings?

d) Finally, conclude with a synthesis of what <u>self-awareness</u> issues you learned or gained from in this group role play experience, including how you felt role-playing this particular client and population group; *the role(s)* you played in your group as you prepared for the role-play; how this compares with roles you usually play in other groups; and what you might want to do the same or differently in future groups. *** *There will be in-class time given after all group role plays are complete, and after all reflection papers have been turned in and graded, to meet with your group, and give each other confidential, constructive feedback related to the role play experience.)*

e) Role-play reflection papers should be between 12-14 pages, ***use APA(6th ed) citation style***, and include a reference list. Because the role-play reflection papers <u>will be due one week after the group role play</u>, there will be different due dates as follows:

Psychodynamic Role-Play Reflection Paper: due on Oct. 19

Cognitive-Behavioral Role Play Reflection Paper: due on Oct. 26

Play/Gestalt Therapy Role-Play Reflection Paper: due on Nov. 9

Solution-Focused Role-Play Reflection Paper: due on Nov 23

(25 % of grade – individual grade)

 ** Evaluation for the role-play reflection paper will be based upon the following components:

- Over-all critical analysis, thought, clarity, and organization of paper, including addressing all parts (a thru e) as described above.

- Application of theoretical and class discussion material to actual group role-play

- Use of self   (self-awareness)

- Structure - grammar, spelling, punctuation, APA 6th ed (for cited material and reference page)

 (** Please note: All graded reflection papers will be handed back to students on Nov.30 so as to provide as objective and fair a grading process as possible.)

Summary of Course Requirements and Grading Structure:

Class Attendance and Participation:	**15 %**
Brief Written Assignments (3)	**10 %**
Mid-term exam	**30 %**
Group Role Play Demonstration	**20% (group grade)**
Role Play Reflection Paper:	<u>**25 %**</u>
	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 and below = F

VI. Class Policies

1. Students are expected to attend class weekly and on time as discussed above. Students who are absent after the break will be considered absent for the entire class, unless prior arrangements are made with the instructor.

2. Except under extremely unusual circumstances, <u>assignments must be completed on the due date and turned in at the beginning of class on the due date</u>. Late assignments will result in a deduction of five points for each day that the assignment is late.

3. If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve either their understanding of group theory, use of self in understanding group process, or becoming more comfortable in group interaction. The instructor can meet with students privately either before or after class, or by appointment.

4. Student feedback is welcome. Students are also encouraged to provide feedback either in class, during office hours, and by appointment if they desire.

5. **** Note: As recommended by our Dean, use of cell phones, lap-tops, texting devices, etc. will <u>not</u> be allowed during class, except in cases of a documented disability that requires this type of support.   Other students have found these devices distracting and can reduce learning effectiveness in the classroom.**

6. Small groups are expected to resolve challenges within their group context. The instructor is willing to serve as a consultant if groups have worked diligently to resolve their difference but have been unsuccessful.

VII.   <u>General University Policies:</u>

<u>The University of Texas Honor Code</u>
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.

<u>Professional Conduct in Class</u>
The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

As part of professional courtesy in class, cell phones, laptops (unless otherwise indicated due to a learning disability), text-messaging, etc. will not allowed during class hours, other than at the designated break time.

<u>Policy on Scholastic Dishonesty</u>

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

<u>Documented Disability Statement</u>

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed

accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

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, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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.

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 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.

VIII COURSE SCHEDULE

Aug. 24	**Introduction** **Yalom's** **Therapeutic Factors**	Introduction to the course Student introductions Yalom – Preface Chapter 1: *The Therapeutic Factors* Malekoff – Chapter 3: *Strengths-Based Group Work with Adolescents* (p 35-53) In-class experiential exercise - reflections on a past group experience "Question teams" formed *1st brief assignment (due next week):* **Which (if any) of Yalom's 11 therapeutic factors was evident in your own past group experience, as recollected in today's in-class experiential exercise ? Which were the most important to you, then and now?**
Aug 31	**Interpersonal Group** **Psychotherapy**	Yalom: Chapter 1 *Therapeutic Factors* cont. Yalom: Chapter 2 *Interpersonal Learning* Malekoff - *Gatekeepers, Gatecrashers, and Gateways in Group Work with Kids: A Mystery Story* (reading packet) Malekoff: Chapter 2: *Between Adolescents and Group Worker* Group Exercise : "The lemon" Students meet in role-play groups - 1st meeting ***** 1ˢᵗ brief assignment due**

Sept 7	**Question from Team 1** **Interpersonal Group Processes (continued)** **Facilitating Groups: Roles and Responsibilities**	Gold-Steinberg: *"Telling One's Story" in an Incest Survivors* integration with 11 therapeutic Yalom – Chapter 3 – *Group Cohesion* Yalom – Chapter 5 - *The Therapist: Basic Tasks* Malekoff: Chapter 4 – *Planning in Group Work* Malekoff: Chapter 6: *What's going on in there? Alliance Formation with Parents* Groups meet in role play groups – 2nd meeting
Sept 14	**Question from Team 2** **Cross-cultural competence in group facilitation**	Bilides: *Race, Color, Ethnicity, and Class in School-based Adolescent Counseling Groups* (readings) Irizarry & Appel: *In Double Jeopardy: Preadolescents in the Inner City* (readings) Subramanian et al. – *Psycho-educational Group Work for Low-Income Latina Mothers with HIV Infection* (readings) Sweifach: *Cross-cultural Group Work Practice with African American and Jewish Adolescents* **(** **** Question for class discussion to** *ve* **was most effective in addressing** **Corey Group Demonstration Tape:** **"The Working Stage"**

Sept 21	**Question from Team 3** **Ethics of Group Leadership:** **Transference and Transparency**	Yalom Chapter 7 – *Transference and Transparency* Corey *Ethical and Professional Issues in Group Practice* (readings) **Class experiential exercise:** An ethical dilemma *2nd Brief assignment (due next week):* **What are some primary differences between the Yalom, Malekoff and Schiller models of "group stages of development," as assigned for next week? (2 -3 pages)**
Sept 28	**Question from Team 4** **Selection of Group Participants** **Stages of Group Development**	Yalom - Chapter 8 *The Selection of Clients* Yalom - Chapter 11 *In the Beginning* (group stages) Malekoff - Chapter 3 (p. 53-59) – *Stages of Development in Adolescent Groups* Schiller - *Rethinking stages of development in women's groups* (reading packet) Corey - Final Stage - *Consolidation and Termination* (packet) Review for mid-term exam on 10/12 – class handout ***** 2nd brief assignment due**

Oct. 5	**Question from Team 5** **"Challenging" Group Members** **In-patient Group Therapy: Primary differences from out-patient** **Evidence-Based Research -integration of Yalom's therapeutic factors**	Yalom : Chapter l3 - *Problem Group Members* Yalom: Chapter 15 - *Specialized Therapy Groups* Yalom, Chapter 4 - *The Therapeutic Factors: A Research Integration* Yalom video of an in-patient therapy group ***** Psychodynamic Role Play Demonstration**
Oct. 12	**MID-TERM EXAM**	
Oct 19	**Question from Team 6** **Cognitive/Behavioral Therapy (CBT)** **Rational Emotive Therapy (RET): An Introduction**	Corey: *Cognitive Behavioral Therapy (CBT) group therapy* (readings) Corey*: Rational Emotive Therapy (RET) group therapy* (readings) Albert: *Rethinking Difference: A Cognitive Therapy for Chronic Mental Health Patients* (readings) **** * CBT Role Play Demonstration**
Oct 26	**Question from Team 7** **Adolescent and Children's Groups**	Tutty & Wagar: *The evolution of a group for young children who have witnessed family violence* (readings) Nadelman: *Sharing the hurt: Adolescents in a residential setting* (readings) **Guest Presenter: Grief and loss in children's groups**

Nov 2	**Question from Team 8**	Corey: *Gestalt Therapy in Groups* (readings)
	Gestalt/Play Therapy	
		Corey: *Transactional Analysis in Groups* (reading packet)
	Specialized Children and Adolescent Groups	
		Duncan & Klinger - *Autism spectrum disorders: Building social skills in group, school, and community settings* (readings)
	Transactional Analysis and Redecision Therapy in Groups	
		** * Gestalt/Play Therapy Role-Play Demonstration
Nov 9	**Question from Team 9**	Junn-Krebs - *Group work with seniors who have Alzheimer's or Dementia in a social adult day group* (readings)
	Reminiscence Therapy and Older Adults	**Guest Presenter: Sarah Kyle, LCSW- working with older adults in groups**
	Working with GLBT Groups	Laskowski - *Assessing group placement for gay, lesbian, and bisexual clients* (readings)
		Guest Presenter -- working with GLBT groups

Nov 16	**Question from Team 10** **Solution-Focused Group Therapy** **Groups in Homeless Shelters**	Murphy: *Solution-focused therapy in schools* (reading packet) Corey: *Solution-Focused Groups* (readings) Lee, J (2005). *No place to go: Homeless women and children* (readings) *3rd brief assignment -- (due in 2 weeks -- last class 11/30):* **After reading the 12/5 Albert article "Talking like real people" (see below) please indicate which group therapy model(s) we have studied this semester you believe the author was using with these prison inmates. Be sure to support your perspectives. (2-3 pages)** ***** Solution-Focused Brief Therapy Role-Play Demonstration**
Nov 23	**No class –** **Thanksgiving Break!**	
Nov 30	**Last Class!** **Course Evaluations & Wrap-up** **Review: Integration and comparison of various group modalities** ***** Role-Play groups meet for in-person, confidential feedback (*extremely* important to attend)**	Albert: *Talking like real people: The 'Straight-Ahead' Prison Group* (readings) *Video: Redecision* Therapy with Bob Goulding, PhD and *Mary Goulding*, LCSW ***** 3rd Brief Assignment Due**
		HAPPY HOLIDAYS!

VIII. Reference List

Albert, A. (1994). Talking like real people: The "straight-ahead prison group" In *Mutual aid groups, vulnerable populations, and the life cycle (*Gitterman & Shulman, Eds. 2nd ed). New York: Columbia University Press.

Albert, J. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. *Social Work with Groups, 17*(1/2), 105-121.

Bilides, D. (1991). Race, color, ethncity, and class: Issues of biculturalism in school-based adolescent counseling groups. *Social Work with Groups.* 12 (4), 43-48.

Brooks, R. (1999). Fostering resilience in exceptional children: The search for islands of competence. In *Handbook of psychosocial characteristics of exceptional children.* New York: Plenium Publishers.

Corey, G. (2000). Ethical and professional issues in group practice. *Group counseling (5th Ed.).* Pacific Grove, CA: Brooks/Cole

Corey, G. (2000). Final Stage: Consolidation and Termination. *Group counseling* (5th Ed). Pacific Grove, CA: Brooks/Cole

Corey, M.S. (2002). *Groups: Process and practice.* Pacific Grove, CA: Brooks/Cole

Donigian, J. & Hulse-Killacky, D. (1999). *Critical incidents in group therapy.* (2nd ed). New York: Brooks/Cole- Wadsworth.

Duncan, A & Grofer-Klinger, L. (2010). Autism spectrum disorders: Building social skills in group, school, and community settings. *Social Work with Groups,* 33: 175-193, 2010.

Gold-Steinberg, S. and Buttneheim, M (1993). Telling one's story in an incest survivor's group. *International Journal of Group Psychotherapy.* 43(2) 173-189.

Goulding, M. (2000). What transactional analysis and redecision therapy gave each other. *Journal of Redecision Therapy.* Spring, 2000. 5-12.

Irizarry, C. and Appel, Y. (1994). In double jeopardy: Adolescents in the inner city. In *Mutual aid groups, vulnerable populations, and the life cycle.* (Gitterman and Shulman, Eds. 2nd Ed.) New York: Columbia University Press.

Junn-Krebs, U. (2003). Group work with seniors who have Alzheimer's or dementia in a social adult day program. *Social Work with Groups.* Vol. 26 (2), p. 51-64.

Laskowski, Rick. (2004). Assessing group placement for gay, lesbian, and bisexual clients. *Austin Group Psychotherapy Society*. Austin, TX. (in print).

Malekoff, A. (2004). *Group work with adolescents: Principles and practice.(2nd ed)*. New York: Guilford Press.

Malekoff. A. (2002). The power of group work with kids: Lessons learned. *Social Work with Groups*. Vol. 25, No. ½, p. 73-86.

Malekoff, A. (2009). Gatekeepers, gatecrashers, and gateways in group work with kids: A mystery story. *Social Work with Groups*, 32: 193-208.

Manley & Needham (1995). An anti-bulimia group for adolescent girls. *Journal of Child and Adolescent Group Therapy*. V. 5, 1, 19-33.

Murphy, J. (1996). Solution-focused brief therapy in the schools. *In Handbook of solution-focused brief therapy*. (Miller et al, Eds.) San Francisco: Jossey-Bass Publishers

Nadelman, A. (1994). Sharing the hurt: Adolescents in a residential setting. In *Mutual aid groups, vulnerable populations, and the life cycle* (Gitterman and Shulman, Eds. 2nd Ed.) New York: Columbia University Press.

Poynter-Berg, D. (1994). Getting connected: Institutionalized schizophrenic women*. In Mutual aid groups, vulnerable populations, and the life cycle*. (Gitterman & Shulman, Eds. 2nd Ed.) New York: Columbia University Press.

Schiller, L. (1997). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups*, Vol 20(3), 3-19.

Subramanian, K., Hernandez, S., & Martinez, A. (1995). Psychoeducational group work for low-income Latina mothers with HIV infection. *Social Work with Groups,* 18(2/3), 15-32.

Sweifach, J. (2009). Cross-cutural group work practice with African-American and Jewish adolescents: JCC/READY. *Social Work with Groups*, 32: 109-124.

Toseland, R. W. (1990). Group work with family caregivers of the frail elderly. In R. W. Toseland, *Group work with older adults* (pp. 182-198). New York: New York University Press.

Tutty, W. (1994). The evolution of a group for young children who have witnessed family violence. *Social Work with Groups,* Vol l7 (1/2), 89-104.

Washington, G.M., & Moxley, David P. (2003).   Group interventions with low-income African-American women recovering from chemical dependency. *Health and Social Work,* Vol 28 (2), 146-156.

Yalom, I. (l998). *The Yalom reader*.   New York: Basic Books.

Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy (5th ed*.) New York: Basic Books.