

THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

***THEORIES AND METHODS OF
GROUP INTERVENTION***

SW 393 R26

DINA M. KASSLER, PH.D.

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Theories and Methods of Group Intervention

Course Number:	SW 393 R26	Instructor:	Dina M. Kassler, Ph.D.
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Semester:	Summer 2011	Contact #:	512-809-3407
Meeting Time:	Tu/Th, 5:30 – 8:00 pm	Office Location:	SSW 3.104A
Meeting Place:	SSW 2.122	Office Hours:	By appointment

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. 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

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 relate 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)**

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 optioned 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: Exams, Brief Writing Assignments, Researched Group Role Play

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: Exams, Brief Writing Assignments, Researched Group Role Play, Paper

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: Paired Presentation, Researched Group Role Play, Paper

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: Brief Writing Assignments, Paired Presentation, Researched Group Role Play, Paper

EP2.1.10a. Engagement.

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

Objectives 2, 6

Assignment: Exams, Brief Writing Assignments, Paired Presentation, Researched Group Role Play, Paper

EP2.1.10c. Intervention

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

Objectives 1, 4, 7

Assignment: Exams, Brief Writing Assignments, Paired Presentation, Researched Group Role Play, Paper

III. TEACHING METHODS

This course is designed to include a variety of experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, discussions, videos, and experientials. The class will be organized to utilize small groups for the development of group facilitation skills, and for the integration of these skills with researched and validated group work theory. 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.***

IV. REQUIRED TEXT

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

V. COURSE REQUIREMENTS

1. Students are expected to attend class sessions promptly and regularly, and participate in an interactive framework between collegiate students and professor.
2. Please turn off cell phone ringers and refrain from text messaging and other non-class activities during the class period.
3. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments.
4. Failure to regularly attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.
5. Except in the case of extreme emergencies, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.
6. Students are expected to both learn and demonstrate knowledge of group work intervention theories and skills. This requires a search of the literature in a defined area (as part of the researched group role plays as well as the presentation of group theory techniques) in order to develop specialized knowledge concerning the use of group work as treatment of a specific problem area and/or for a specific population. In addition, students will demonstrate their level of applied knowledge of group work interventions and skills on exams.
7. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades *prior to the end of the semester*. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**
8. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
9. Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.

VI. COURSE ASSIGNMENTS

1. Class Attendance and Contribution (Objectives 1 - 9)

Due to the format and content of this course, both attendance and contribution are imperative. Students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member that they will be absent. Because attendance and participation are expected, a lack of these may adversely affect a student's final course grade, i.e., attendance and quality of contribution, as demonstrated by student preparation level, will determine if final course grades will be affected. Students will be allowed **one (1) absence**. Roll will be taken at the beginning of each class period (*N.B.* once students are known to the professor, this will not be verbal but will still be noted every class period). In cases where a student misses more than one class period, the professor reserves the right to lower that student's final grade by **3% points for each class missed** after the first. (*CL/APB 2, 10a, and 10c*)

2. Exams, 50% (2 @ 25%) (Objectives 1, 2, 3, 6, 8, and 9)

There will be two (2) exams (**June 28th and July 26th**). Each exam will be worth 25% of the total course grade (for a cumulative worth of 50% of the final grade). The exams will be based on readings, discussions, presentations, videos, experiential exercises, and lecture material. The exams will be objective in nature, and consist of multiple choice questions. Exams will cover the material indicated at the end of this syllabus – they will not be cumulative and there will be no comprehensive final exam. (*CL/APB 2, 4, 6, 8, 10a, and 10c*)

3. Brief Writing Assignments, 15% (3 @ 5%) (Objectives 1 - 9)

There will be three (3) brief writing assignments across the semester. They are designed to be reflective in nature, synthesizing the reading material with each student's unique perspective on the topics covered. These assignments are due at the **start of class** on **June 14th, June 30th, and July 19th** and together will be worth 15% of the total course grade. Each assignment will be graded based on the answers provided to each question, clarity of thought, and overall writing (i.e., spelling, grammar, and punctuation). Late assignments will be assessed penalties at the rate of **5 points (out of 100 pts) for each calendar day late** (not per scheduled class day) beginning immediately following the start of class time. Late papers will be accepted as e-mail submissions with penalties assessed based on arrival time (*N.B. Please refrain from submitting on-time written assignments as e-mail*). Each paper should be 2 - 4 pages, typed, double spaced. It is permissible to write from a "first person" perspective. No references are required. (*CL/APB 4 and 8*)

4. Paired Presentation of Group Theory-Based Techniques/Procedures, 10% (Pair Grade) (Objectives 1, 2, 3, 6, 8, and 9; CL/APB 6 and 8)

Students are expected to pair up and present to the rest of the class some techniques and/or procedures specific to a theoretical orientation or perspective of their choice. This will involve some background research into a particular theory (examples of theories include, but are not limited to, psychodynamic, cognitive-behavioral, and solution-focused therapies) and then a presentation, which can include lectures supplemented with PowerPoint slides, experientials, exercises, or anything else you find useful in teaching this aspect to your classmates. No written assignment is required, however, please provide to the instructor any handouts or PowerPoints used.

Feel free to pick any group theory perspective or concept you wish, but be sure to narrow the topic down. For example, choose Freud's or Yalom's conceptualization of "transference and counter-transference," rather than the entire psychodynamic treatment modality. Another example might be Perls' Gestalt concept of "polarities" in dealing with life conflicts. Feel free also to narrow a topic to its use with a particular population if you would like, e.g., Schiller's "relational model of conflict" in women's groups or CBT "exposure treatment" for Obsessive Compulsive Disorder.

In an attempt to prevent duplication of material, students will submit their to-be covered topic prior to presentation. Once presentation dates are selected/assigned to student pairs, topic selection can begin, giving preference to those who choose to present earliest in the process (i.e., the pair who will be the very first to present will have first "dibs" on their choice of topic).

These paired presentations will take place on June 16th, June 23rd, and June 30th as indicated in the "Course Schedule" at the end of this syllabus and are expected to be approximately 15-20 minutes in length. DO NOT think "bigger is better." To respect that other students will also be presenting the same day and should be afforded the same amount of time, all pairs will have a "hard stop" at 20 minutes. Evaluation components of this assignment will include the depth and accuracy of the material presented as well as the clarity with which the concept(s) were conveyed.

5. Researched Group Role Play Demonstration, 10% (Group Grade) (*Objectives 1 – 8; CL/APB 2, 4, 6, 8, 10a, and 10c*)

Students will be assigned to one of three groups which will role play one treatment session in front of the class utilizing a specific theoretical framework(s). Group members will alternate in roles, with each student taking on the role of group leader for at least 5 minutes (co-leadership is acceptable, with 10 minutes expected for the pair). Each group will reflect adherence to social work values and ethics, and application to a specific population (e.g., child, adolescent, adult, elderly, shared treatment issue). The session should demonstrate techniques appropriate to the "middle" group developmental stage. It is expected that the role play should last approximately 40 – 50 minutes, leaving time to process what the group members and class observers experienced. This assignment, which includes the role-play itself, a group outline, and a group summary, will be worth 10% of the final course grade. (*N.B. Only one outline and group summary is expected per group.*) A post-group reflection paper will also result from these role plays but will be assessed as a separate grade (see Course Assignment #6 below). **All outlines will be due on June 30th** and should be a brief version of what the final "Group Summary" will become. **Role plays will take place on July 5th and July 7th.** **Please note that, without exception, any student who fails to be present for the actual group presentation will receive no higher than 20% of the possible points and may receive no points at all depending on contributions made up to that point.** Group evaluation components will include:

- Evidence of preparation and creativity
- Theoretical coherence demonstrated
- Group developmental stage ("middle") represented appropriately
- Intervention modeling associated with "middle" stage of group development demonstrated
- Degree of preparation of all members as evidenced by the role-play itself, class discussion afterwards, and the utilization of the research presented in support of the interventions used

Additionally, on the day of the role play, each group will turn in to the instructor and distribute to all class members a copy of the group's **Role Play Summary** with relevant research that should include, but is not limited to:

- Type of group (purpose, location, # of sessions, open-ended *v.* closed-ended, etc.)
- Theoretical framework(s) being implemented
- Description for each group member's **character** (student's real name with corresponding name adopted for role play; age; ethnicity; individual goal for group; relevant life and environmental circumstances; role within the group, such as monopolizer, scapegoat, help-rejecting complainer, etc.)
- A list of 5 to 10 relevant, evidence-based references used to prepare the role play. Citations must be **recent** and **accurate**. Research **MUST** include journal articles, not just web-based resources. (*N.B. Wikipedia is **NOT** a reference source!!!*)
- Additionally, one copy of the **abstract** of all articles and **covers** of books (or first page if using only one chapter) used must be submitted to the instructor with her copy of the group's **Role Play Summary**

In an attempt to prevent duplication of material, students will submit the theoretical orientation and client population they wish to use well in advance of their group presentation. Once presentation dates are selected/assigned to student groups, selections can begin, giving preference to those who choose to present earliest in the process (i.e., the group who will be the very first to present will have first "dibs" on their choice of theory/population).

N.B.: 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 posted to Blackboard after the last role play is completed, to provide as fair and objective a grading process as possible. (*CL/APB 10a*)

6. **Researched Group Role Play Reflection Paper, 15%** (*Objectives 1, 2, 3, 6, 8, and 9; CL/APB 2, 4, 6, 8, 10a, and 10c*)

Your Group Role Play Reflection Paper will be due on **July 14th**. It should be 8 – 10 pages in length, written in APA format (*Publication Manual of the American Psychological Association – Fifth Edition*). This paper needs to be supported with relevant citations and referenced material and, as such, **MUST** include a reference list (not to be included as part of the total pages required, i.e., the paper itself should be 8 – 10 pages, and then the reference page added on to that). You may use reference material from our in-class readings or assignments, but you are also expected to utilize outside referenced materials as well. Late assignments will be assessed penalties at the rate of **5 points (out of 100 pts) for each calendar day late** (not per scheduled class day) beginning immediately following the start of class time. Late papers will be accepted as e-mail submissions with penalties assessed based on arrival time (*N.B. Please refrain from submitting on-time written assignments as e-mail*). Your paper should include:

- A brief restating of the group information (e.g., type of group role-played, frameworks and interventions used, etc.)
- Group dynamics/interactions between members (both in the actual role-play as "characters" and between class members across the entire group formation process)
- The leadership techniques and styles of the various facilitators
- How well your group portrayed the theoretical framework(s) cited
- How the research collected was explicitly utilized in formulating the group session

- An assessment of the strengths and weaknesses of the group as a whole
- What you would do the same/different if you were the full-time SW for this group
- What interventions you would consider including in future sessions
- Personal reactions/observations re: what the experience was like for you as a group *member* and *leader* and how this may have differed from what you expected
- A personal assessment of your contribution to the overall process of this project

Role Play Reflection Paper evaluation components will include:

- Overall critical analysis, thought, clarity, and organization of the paper
- Use of specific instances from the role play in formulating analyses
- Structure of the paper, i.e., grammar, spelling, punctuation

VII. COURSE GRADING CRITERIA

<u>Course Requirement</u>	<u>% of Grade</u>	<u>Grading Scale</u>
Exams (2 @ 25% each)	50%	A = 94.0 – 100%
Brief Writing Assignments (3 @ 5% each)	15%	A- = 90.0 – 93.9%
Presentation of Group Technique (Pair Grade)	10%	B+ = 87.0 – 89.9%
Researched Group Role Play (Group Grade)	10%	B = 84.0 – 86.9%
Group Role Play Reflection Paper (Ind. Grade)	15%	B- = 80.0 – 83.9%
		C+ = 77.0 – 79.9%
TOTAL	100%	C = 74.0 – 76.9%
		C- = 70.0 – 73.9%
		D+ = 67.0 – 69.9%
		D = 64.0 – 66.9%
		D- = 60.0 – 63.9%
		F = 59.9% and below

N.B. Grading of all written assignments will take into account the **quality** of the writing as well as the **content**. The *Publication Manual of the American Psychological Association – Fifth Edition* format should be used. Assignments should be carefully proofread and errors corrected (e.g., punctuation, typos, spelling) or points will be lost.

VIII. ADDITIONAL COURSE INFORMATION

1. 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.

2. Professional Conduct in Class

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 sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

3. Policy on Scholastic Dishonesty

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

4. Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before exams. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

5. 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.

6. Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, students are responsible for reading their e-mail 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>.

7. 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.

8. 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>.

9. Emergency Evacuation Policy

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

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

10. Use of Blackboard in Class

In this class the professor uses Blackboard — a Web-based course management system with password-protected access at <http://courses.utexas.edu> — to distribute course materials, to communicate and collaborate online, and to post grades. Blackboard is used to provide access to PowerPoint presentations of lecture materials and pre-exam review materials. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

IX. COURSE SCHEDULE

This schedule is intended only as a guide. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester. This is especially important since the exams will cover the required readings for that period of time. The student is responsible for all readings whether or not the material is covered in lectures.

WEEK	DATE	DESCRIPTION/TOPIC	READINGS/ASSIGNMENTS
1	Th, 6/2	Introduction & Overview of Course	Syllabus
		In-Class Bingo Write "A Letter to Myself"	In-Class Exercises
		The Therapeutic Factors	Chapter 1
2	Tu, 6/7	The Therapeutic Factors	Chapter 1 (cont'd)
		Social Group Work Standards & Ethics	In-Class Ethical Cases Distribute Assignment #1
	Th, 6/9	Interpersonal Learning	Chapter 2
		"Fallout Shelter" Exercise	In-Class Exercise
3	Tu, 6/14	Answers to Reflection Questions on Cohesion (HW #1) Due Today	Brief Writing Assignment #1 Due
		"Circle of Birthdays" Exercise	In-Class Exercise
		Group Cohesiveness	Chapter 3
		The Therapist: Basic Tasks	Chapter 5
	Th, 6/16	Paired Presentations – Pairs 1, 2, 3, 4, 5, & 6	Material covered WILL be included on Exam #1
4	Tu, 6/21	<i>Understanding Group Therapy, Volume I, Outpatients (Yalom)</i>	In-Class Video and Discussion
	Th, 6/23	Paired Presentations – Pairs 7, 8, and 9	Material covered WILL NOT be included on Exam #1, rather will be on Exam #2
		"Jeopardy" for Exam #1	Distribute Assignment #2
5	Tu, 6/28	Exam #1	Covers all Lectures, In-Class Discussions, Paired Presentations, Chapters 1-3 & 5, and Yalom Video
		Meet in groups for Group Role Plays	In-Class time for groups

WEEK	DATE	DESCRIPTION/TOPIC	READINGS/ASSIGNMENTS
5 (cont'd)	Th, 6/30	Group Role Play Outlines Due	<i>Researched group role play outlines due today</i>
		Answers to Reflection Questions on Group Beginnings (HW #2) Due Today	<i>Brief Writing Assignment #2 Due</i>
		Paired Presentations – Pairs 10, 11, and 12	In-Class Presentations
		In the Beginning	Chapter 11
6	Tu, 7/5	The Therapist: Transference and Transparency	Chapter 7
		Researched Group Role Play – Group #1	<i>Group #1's role play summary due today</i>
	Th, 7/7	Researched Group Role Play – Group #2	<i>Group #2's role play summary due today</i>
		Researched Group Role Play – Group #3	<i>Group #3's role play summary due today</i>
7	Tu, 7/12	The Selection of Clients	Chapter 8 Distribute Assignment #3
		Problem Group Members	Chapter 13
	Th, 7/14	Researched Group Role Play Paper Due	<i>Role Play Reflection Papers due today</i>
		<i>Understanding Group Therapy, Volume II, Inpatients (Yalom)</i>	In-Class Video and Discussion
8	Tu, 7/19	Answers to Reflection Questions on Group Terminations (HW #3) Due Today	<i>Brief Writing Assignment #3 Due</i>
		Termination of Groups	Lecture/Class Discussion
		<i>Groups in Action – Evolution of a Group (Corey & Corey)</i>	In-Class Video and Discussion
	Th, 7/21	<i>Groups in Action – Evolution of a Group (Corey & Corey) Continued</i>	In-Class Video and Discussion
		Distribute “letters” from first day of class	
		“Jeopardy” for Exam #2	
9	Tu, 7/26	Exam #2	Covers Lectures, In-Class Discussions, Chaps 7, 8, 11, & 13, Yalom Video, Corey & Corey Video, Paired Presentations, and RGRPs