

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

Course Number: SW 333	Instructor's Name: Jack Nowicki, LCSW
Unique Number: 62455	Office Number: SSW 3.104A
Semester: Spring, 2011	Office Phone: Cell: 659-1465 Nowicki: 892-6888 (LM) E - Mail: jnowicki@tnoys.org
Meeting Time/Place: Tues. & Thurs: 11 to 12:30 2.130	Office Hours: TT 12:30 or by appt.

SOCIAL WORK PRACTICE WITH GROUPS

I. COURSE DESCRIPTION

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

II. COURSE OBJECTIVES

1. Demonstrate an understanding of social group work and practice related to the strengths, capacities and resources of individuals within groups. (PB 11, 35, 38)
2. Develop leadership skills with groups in order to help alleviate critical social problems and enhance group well-being. (PB 1, 2, 3, 4, 38)
3. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages. (PB 11, 12, 13)
4. Understand and apply basic concepts of task-oriented group work, including recruiting and selecting members, leadership, group decision-making and problem solving, running an effective meeting, and evaluation of task groups. (PB 29, 30, 31)
5. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation). (PB 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40)
6. Develop skills in identifying, analyzing and implementing empirically-based group interventions and evaluating group effectiveness. (PB 5, 11, 12, 36, 37, 38, 39, and 40)
7. Develop tools and techniques for understanding, affirming, and respecting group members from diverse backgrounds, distinguished by characteristics including (but

not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin (PB 11, 30)

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

III. TEACHING METHODS

This course includes a variety of experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, discussions, speakers, videos and experiential experiences. The professor will model group work principles and strategies. The class will be organized as an experiential skill laboratory, utilizing the small group context and role play for development of skill in leading treatment groups.

IV. REQUIRED TEXT & READINGS

Required Text: (available at University bookstore)

Toseland, R. W., & Rivas, R. F. (2001). *An introduction to group work practice* (6th ed.). Needham Heights, MA: Allyn & Bacon.

Online Course Readings as posted on Blackboard

V. COURSE REQUIREMENTS: Contract of Expectations

1. Students are expected to attend class sessions promptly and regularly, and participate in an interactive framework between collegiate students and professor. This includes abstaining from texting during class!
2. Students are expected to **complete the readings before class**, and be well prepared to participate in discussions and experiential learning activities.
3. Attending class regularly and demonstrating through conversation / discussion that students comprehend readings is considered in assigning the final grade. Students are allowed **two unexcused absences**.
4. The professor reserves the right to lower a student's final grade when the student misses more than the allotted two absences. In extenuating circumstances of absence, students must notify the professor. Students are responsible for any material missed due to absences.
5. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments are not accepted without penalty**. The professor expects students to turn in all required assignments on the stated due date **at the beginning of class**. Assignments turned in after class starts are considered late. Late assignments are assessed point penalties at the rate of **5 points per day late**. If the student cannot turn in an assignment on time, they should inform the professor and negotiate another due date well in advance, noting that late assignment penalties will remain in effect.

6. Students who miss taking a quiz on the scheduled date (as scheduled in the course outline) must take a make-up exam that is different than the original quiz as soon as possible following the missed, scheduled quiz.
7. 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 play) in order to develop specialized knowledge and analysis of the use of group work as a treatment modality in 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 quizzes.
8. If students are concerned about their class performance, the professor is willing to converse with students to find ways for them improve their course grades *before the end of the semester*. FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.
9. Small student groups are expected to resolve challenges within their group context. The professor is willing to act as a consultant if group members are unable to resolve their differences.
10. Group work can raise emotional or personal issues for some students. The professor and students have an ethical responsibility to their colleagues to ensure the class environment is maintained as a respectful, confidential, safe, and educational setting. Student feedback is welcomed. All NASW Code of Ethics and social work values are upheld.
11. The professor conducts a mid-semester course evaluation and input is considered for course adjustments. Students are encouraged to provide feedback during office hours, by appointment, or via email if they desire.

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

Special Accommodations for Students with a Disability

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

Policy on Scholastic Dishonesty

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

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practice related to agency

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

Religious Holy Days

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

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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

Emergency Evacuation Policy

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

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

VII. COURSE ASSIGNMENTS

Class Attendance and Contribution (25% of your grade)

Due to the format and content of this course, student attendance and contribution are imperative! When working in small groups, your student colleagues in your group depend on you for everyone's quality learning experience. When too many students are absent in any one small group that group's experience suffers. Therefore the requirements for students to attend class if at all possible (see section V: 1-4 for details). The professor consistently takes role at the beginning of each class.

Quizzes (25% of your grade)

There will be four (4) quizzes based on readings, discussions, presentations, videos, experiential exercises, and/or lecture material. The quizzes will be objective in nature, and may consist of multiple choices, true/false, fill-in-the-blank, or short essay questions. Make up exams generally are not be given unless the student has unusual extenuating circumstances (see section V: 6). The professor reserves the right of final approval of what an unusual extenuating circumstance might comprise.

Group Observation Assignment (25% of your grade)

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

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

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

- a) The purpose of the group, including the benefits and goals for group participants
- b) Group composition and structure
- c) The facilitator’s leadership techniques and style (students may interview the group facilitator after their group experience to find out more about how the group operates, etc.
- d) Specific dynamics noted re: interactions between members, systems observations, etc.
- e) The stage of group development that the student can analyze from observations.
- f) Based on student’s group analysis (c-f above) and learnings from the class, conclude the paper with an overall assessment of the strengths of the group and areas that might be improved or facilitated differently.

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

Researched Group Role Play (25% of your grade)

The professor will assign students into small groups of no more than 6 members. Each group is required to model (role play) a treatment group in class utilizing specific theoretical frameworks. As the role play progresses, (a) students alternate in the leadership role to demonstrate their practice behaviors; (b) the first facilitator orchestrates the beginning of the group; (c) successive facilitators conduct group activities appropriate to the theoretical frame and population; and (d) the final facilitator conducts closure activities. The modeled session should demonstrate techniques appropriate to the “middle” group developmental stage and life cycle of the treatment population.

Each student group’s role play needs to reflect adherence to social work values and ethics, and an application to a specific (child, adolescent, adult, elderly or family group) population. The groups should target a population which is diverse, at-risk, and/or disadvantaged. The professor evaluates the group role play on the following components:

- Evidence of preparation (research on recent peer-reviewed publications and other academic resources) and creativity
- Theoretical coherence demonstrated
- Group developmental stage (“middle”) represented appropriately
- Social work perspective evident in context of role play
- Demonstration of client developmental level (life cycle) taken into account

Additionally, each group is required to supply the class with a “handout” (couple of pages) summarizing their role play and relevant research conducted that should include, but is not limited to:

- Type of group (brief description addressing purpose, location, number of sessions, open-ended versus closed-ended, etc.)
- Theoretical framework(s) being implemented
- Member characteristics (general description)
- Description for each group member’s character (student’s real name with corresponding name adopted for role play; age; ethnicity; individual goal for group; developmental stage in the life cycle; relevant life and environmental circumstances; role within the group, such as monopolizer, scapegoat, and so on; etc.)

A list of references used to prepare the role play.

VIII. EXPLANATION OF CSWE ACCREDITATION STANDARDS

The UT School of Social Work has been continuously accredited by the **Council on Social Work Education (CSWE)** since 1952. In order to maintain accreditation status, the school engages in ongoing curriculum assessment to demonstrate compliance with CSWE’s Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

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

PB1 Advocate for client access to the services of social work

Objectives: 2, 8, and 9

Assignment: Group observation and quiz

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

Objectives: 2 and 8

Assignment: Researched Group Role Play

PB3 Attend to professional roles and boundaries

Objectives: 2 and 8

Assignment: Researched Group Role Play and quiz

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objectives: 2 and 8

Assignment: Researched Group Role Play and quiz

PB5 Engage in career-long learning

Objectives: 6 and 8

Assignment: Group Observation Assignment

PB6 Use supervision and consultation

Objectives: 8

Assignment: Researched Group Role Play

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

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

Objectives: 8

Assignments: Researched Group Role Play and quiz

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

Objectives: 8

Assignments: Researched Group Role Play and quiz

PB9 Tolerate ambiguity in resolving ethical conflicts

Objectives: 8

Assignments: Researched Group Role Play and quiz

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objectives: 8

Assignments: Researched Group Role Play and quiz

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

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

Objectives: 1, 3, 6, and 7

Assignment: Group Observation, Researched Group Role Play and quizzes

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

Objectives: 3 and 6

Assignment: Group Observation and quizzes

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

Objectives: 3

Assignment: Group Observation and quiz

Competency 2.1.10a: ~ Engagement

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

Objectives: 4, 5, and 9

Assignments: Researched Group Role Play and Quizzes

PB30 Use empathy and other interpersonal skills

Objectives: 4, 5, 7, and 9

Assignments: Researched Group Role Play and Quizzes

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

Objectives: 4 and 5

Assignments: Group Observation, Researched Group Role Play and quizzes

Competency 2.1.10b ~ Assessment

PB32 Collect, organize, and interpret client data

Objectives: 5

Assignments: Group Observation and quiz

PB33 Assess client strengths and limitations

Objectives: 5

Assignments: Group Observation and quiz

PB34 Develop mutually agreed-on intervention goals and objective

Objectives: 5

Assignments: Researched Group Role Play and quiz

PB35 Select appropriate intervention strategies

Objectives: 1 and 5

Assignments: Group Observation, Researched Group Role Play and quizzes

Competency 2.1.10c ~ Interventions

PB36 Initiate actions to achieve organizational goals

Objectives: 5 and 6

Assignments: Group Observation

PB37 Implement prevention intervention that enhances client capacities

Objectives: 5 and 6

Assignments: Researched Group Role Play

PB38 Help clients resolve problems

Objectives: 1, 2, 5, and 6

Assignments: Group Observation, Researched Group Role Play and quizzes

PB39 Negotiate, mediate, and advocate for clients

Objectives: 5 and 6

Assignments: Researched Group Role Play and quizzes

PB40 Facilitate transitions and endings

Objectives: 5 and 6

Assignments: Researched Group Role Play and quizzes

Course Assignments Relationship with Practice Behaviors

Quizzes: (PB 1, 3, 4, 7, 8, 9, 10, 11, 12, 13, 29, 30, 31, 32, 33, 34, 35, 38, 39, and 40)

Group Observation Assignment: (PB 1, 5, 6, 12, 13, 32, 33, and 35)

Researched Group Role Play (PB 2, 3, 4, 7, 8, 9, 10, 11, 29, 30, 31, 34, 35, 36, 37, 38, 39, and 40)

VII. COURSE GRADING CRITERIA

Student Performance Evaluation	
Course Requirement	% of grade
Quizzes (4 @ 25 points each)	25%
Group Observation Summary	25%
Researched Group Role Play	25%
Participation	25%
TOTAL	100%

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

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

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

VIII. COURSE OUTLINE

This schedule is intended as a guide - the professor reserves the right to shift sessions and topics around based on the learning needs of the class. The students should complete the readings as they are outlined. This is especially important since the quizzes will cover the required readings for that period of time. The student is responsible for all readings whether the material is covered as lecture material or not. In fact, since this is an experiential course, the professor presupposes that the readings are understood unless a student raises questions about them in class.

SW333 Social Work Practice with Groups
 Spring, 2011
Course Schedule

Week	Date	Description	Read by date at left: Text / Readings / (# Pages)
1	1/18	Getting acquainted and course overview	Review Syllabus
	1/20	Introduction to group work	Text: Introduction, Ch. 1: (44) Appendices A1, A2, A3 (17)

Week	Date	Description	Read by date at left: Text / Readings / (# Pages)
2	1/25	Historical and Theoretical Overview	<u>Text</u> : Ch. 2: History (19) <u>Blackboard (BB)</u> : Metcalf, L. (1998) Changing directions in group therapy. <i>Solution focused group therapy</i> . New York: The Free Press. Ch 1: (33)
	1/27	Finish Historical and Theoretical Overview Practice Activities & Processing	<u>(BB)</u> : Middleman, R. & Wood, G. (1990). Reviewing the past and present of group work and the challenges of the future. <i>Social Work with Groups</i> 13(3), 3-20. (17)
3	2/1	Practice Activities & Processing Group Dynamics and Stages of Development	<u>Text</u> : Ch. 3: Dynamics (28) <u>(BB)</u> : <u>Recommended</u> : Becvar, R., Canfield, B., & Becvar, D. (1997) Issues in group dynamics and group work. <i>Group work: Cybernetic, constructivist, and social constructionist perspectives</i> . Denver, CO: Love Publishing Co. Ch 3: (22)
	2/3	(Guest Lecturer: Kim Schenck, LMSW) Group Dynamics and Stages of Development, continued Social Group Work Values and Ethics	<u>Text</u> : Appendix A (3) <u>(BB)</u> : Schoel, J., & Maizell, R., (2002) A brief history of adventure-based counseling. <i>Exploring islands of healing: New perspectives on adventure-based counseling</i> . Beverly, MA: Project Adventure, Inc. Ch 1: (12) Northen, H. (1998). Ethical dilemmas in Social Work with Groups. <i>Social Work with Groups</i> , 21(1/2). Haworth Press, Inc. (14)
4	2/8	Group Leadership	<u>Text</u> : Ch. 4 - Leadership (36)
	2/10	Review of Leadership & Process Practice Activities & Processing	<u>Text</u> : Ch. 5 - Leadership and Diversity (21)
5	2/15	Quiz 1: Chapters 1 - 5 & Readings	<u>Review readings to prep for Quiz</u>
	2/17	Planning, Composing Groups & Beginning Groups	<u>Text</u> : Ch. 6 - Planning the Group (34) Ch. 7 - The Group Begins (26) <u>(BB)</u> : Metcalf, L. (1998) Beginning the group process with a new conversation. <i>SFGT</i> , Ch 3: (30)
6	2/22	Group Work and Diversity	<u>(BB)</u> : Bilides, D. G. (1991). Race, color, ethnicity, and class: Issues of biculturalism in school-based adolescent counseling groups. <i>Social Work with Groups</i> , 13(4), 43-58. (15)

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

Week	Date	Description	Read by date at left: Text / Readings / (# Pages)
6	2/24	Adolescent Groups: Guest presenter, Katie Milosovich, LCSW, Eanes Independent School District (invited) Assign Groups Role Play Groups	(BB): Metcalf, L. (1995) Combining your resources: Group counseling. <i>Counseling toward solutions: A practical, solution-focused program for working with students, teachers, and parents.</i> W. Nyack, New York: Ch 5: (22)
7	3/1	Assessment	Text: Ch. 8: - Assessment (30)
	3/3	Practice Activities & Processing	BB: Schoel, J., & Maizell, R., (2002) Introduction to bedrock. <i>Exploring islands of healing: New perspectives on adventure-based counseling.</i> Beverly, MA: Project Adventure, Inc. Ch. 3: (13)
8	3/8	Quiz 2: Chapters 6 - 8 & Readings	Review readings to prep for Quiz
	3/10	Middle Stage - Treatment Groups	Text: Ch. 9: Foundation Methods (22)
9	3/15 3/17	S P R I N G B R E A K	You have permission to work on Observation Paper & Group Role Plays if you need things to do. Or, read ahead!
10	3/22	Middle Stage: Treatment Groups	Text: Ch. 10: Specialized Methods (31)
	3/24	Other Specialized Groups: First Order Systemic Groups & Parenting Groups	BB: Becvar, Canfield, & Becvar, <i>Group work.</i> Ch 4: (pps 59-64); Ch 5: (87-102) (20) Metcalf, L. (1998) Beginning the group process with a new conversation. <i>SFGT</i> , Ch 7: (25)
11	3/29	Quiz 3: Chapters 9 - 10 and Readings	Review readings to prep for Quiz
	3/31	Practice Activities & Processing	BB: <i>Recommended</i> Ephross, P. & Greif, G. (2009) Group process and group work techniques. In A. Roberts (Ed) <i>Social workers' desk reference.</i> New York: Oxford U. Press, Ch: 97 (6)
12	4/5	Group Observation Paper Due	Discussion about student learnings from group observations
	4/7	Evaluation and Research: Is what we are doing working?	Text: Ch. 14: Evaluation (22)
13	4/12	Group Work - Specific Populations and Settings	Researched articles for group role plays.
	4/14	Researched Group Role Plays	Researched articles for group role plays.
14	4/19	Researched Group Role Plays	Researched articles for group role plays.

Week	Date	Description	Read by date at left: Text / Readings / (# Pages)
	4/21	Researched Group Role Plays	Researched articles for group role plays.
15	4/26	Researched Group Role Plays	Researched articles for group role plays.
	4/28	Group Endings	Text: Ch. 14: Ending the Group's Work (17)
16	5/3	Quiz 4: Chapters 13 - 14 & Readings (+ a few questions from group presentations)	Review readings to prep for Quiz
	5/5	Class wrap-up and closure and Class evaluations	

Some Relevant Journals and Newsletters

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

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

International Journal of Group Psychotherapy.

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

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

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

Small Group Behavior.

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

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

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

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

Youth and Society - Newbury Park, CA: Sage.

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