

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

Course Number: SW393R26	Instructor's Name: Cynthia Penwell, LCSW, CAS
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Semester: Fall 2018	Phone: 512-922-5865
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Meeting Place: SSW 2.122	

Theories and Methods of Group Intervention

I. COURSE DESCRIPTION

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

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
2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relates to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and older adults
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;
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;
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;
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;
7. Implement and evaluate the effectiveness of group work interventions for children, adolescents, adults and older adults;

8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and older adults based on the context in which they are delivered;
9. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with children, adolescents, adults and older adults.

III. TEACHING METHODS

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

IV. REQUIRED TEXT AND MATERIALS

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

Recommended Text:

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

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

Students are expected to review:

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

Texas State Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards for Cultural Competence

<http://www.naswdc.org/practice/standards/NASWCulturalStandards.pdf>

NASW Policy Statement on Professional Self Care

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

AASWG Standards for Social Work Practice with Groups

http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Group_s.pdf

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

V. COURSE REQUIREMENTS

Students will be required to complete all the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are listed below. All students are required to complete a grading sheet that is to be turned in with each written assignment to foster their skill and comfort in self evaluation – a critical component of practice evaluation.

COURSE ASSIGNMENTS

Class Attendance and Contribution

10pts

Class contribution grade will be determined in two ways:

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

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

Weekly Journal

10pts

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

Quizzes

TBA

30pts

There will be three unannounced quizzes based on readings, discussions, presentations, videos, experiential exercises, and lecture material. The quizzes will be objective in nature and will consist of multiple choice, true/false, and/or fill in the blank questions. The purpose of the quizzes are to both assess your learning and to prepare you for the expected knowledge-base regarding group work for a Master’s level practitioner.

Small Group Review and Discuss

TBA

5pts

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

Researched Student Therapy Group

(weekly, 12 wks)

15pts

Students will be assigned to small groups of approximately 6-8 members. Students will alternate in task and treatment leadership roles. Each group will meet for 12 occasions. Meetings will generally occur during the last 45 mins of class, however, your group will be expected to organize and conduct *at least one* small group meeting outside of the classroom environment.

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

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

any group that involves self-disclosure. As with your journals, *although your ideas won't be graded, you will earn all fifteen points only if your group participation has been 1) timely (attend all 12 group session on time and participate actively), 2) thoughtful and appropriate (based on assessment by professor indicated by review of journals and feedback from other group members), and 3) involved weekly feedback provided to the group facilitator.*

- Each week group members will provide written feedback to both the facilitator and this professor. These assessment sheets are to be turned in to the person facilitating the group immediately following group. The facilitator of the group will attach these sheets to the facilitation report due at the beginning of class the following week.

2. Mutual Aid Group Facilitation Report.

10 pts

(Due the class morning following the group meeting in which you serve as facilitator)

Beginning the third week of the semester, students will participate as members and facilitators in mutual aid groups. The focus of the groups is personal and professional development. They will provide an opportunity for integrating “knowing, feeling and doing” through discussion and reflection. The groups will meet for 55 minutes, once a week, for twelve weeks, during the last hour of class. Each class member will have the opportunity to plan and facilitate one group session. When serving as facilitator, the student prepares 1) a plan for the session, 2) a summary assessment of the session, 3) a summary of the “Assessing Your Group” feedback sheets from group members, and 4) an assessment of personal strengths and areas for growth as a facilitator. The report should be no longer than 3 typed pages.

3. Small group learning experience and Critical Reflection Paper (due 12/10)

20pts

I recommend you cut and paste the entire assignment outline and respond to each item utilizing APA format in the clearest organizational manner possible. Although I have provided a sample outline format, I encourage you to organize this paper in whatever manner feels most effective, being mindful of the need to cover each aspect requested.

Suggested Assignment Outline

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

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

VI. GRADES

Letter grades will be assigned as follows:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Class failed/no credit: 73 and below.

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

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

VII. UNIVERSITY POLICIES

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

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

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The

professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Steve Hicks School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

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

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing

accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

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

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, The University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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

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

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

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

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

Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

If you require assistance to evacuate, inform the professor in writing during the first week of class.

In the event of an evacuation, follow the professor's instructions.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. COURSE SCHEDULE

Date	Description	Text/Readings <i>Read by date shown</i>
Session 1 Tuesday Sept 4	Overview of Course – Syllabus, Experiential Learning and Groups; Tasks of Ethical Leadership Leadership	Canvas Reading as indicated in Module #1 (discussion question sign up) (experiential group sign up)
Session 2 Tuesday, Sept 11	Leadership and Role of the Facilitator Theory-Model- Perspective Discussion Questions – Group A	Canvas Reading as indicated in Module #2
Session 3 Tuesday, Sept 18	Theory-Model- Perspective Yalom video Preparing for first meetings Discussion Questions – Group B <i>#1 mutual aid group 10:15-11:15</i>	Canvas Reading as indicated in Module #3 <i>Weekly Learning Reflection</i>
Session 4 Tuesday, Sept 25	Assessment and Pre-Group Work Member Selection and Preparation Logistical and Practical considerations Beginning Stage Discussion Questions – Group C <i>#2 mutual aid group 10:15-11:15</i>	Canvas Reading as indicated In Module #4 <i>Weekly Learning Reflection Due</i>
Session 5 Tuesday, Oct 2	Group stages: the Beginning Group Stage First meetings; Readiness, purpose, contract, approach-avoidance of members; Worker skills and the development of a climate of trust <i>#3 mutual aid group 10:15 – 11:15</i> Discussion Questions – Group D	Canvas Reading as indicated In Module #5 <i>Weekly Learning Reflection Due</i>
Session 6 Tuesday, Oct 9	Working Stage of Group; Consideration of stages and factors Working Therapeutically with Conflict <i>#4 mutual aid group 10:15 – 11:15</i>	Canvas Reading as indicated In Module #6 <i>Weekly Learning Reflection Due</i>

	Discussion Questions – Group E	
Session 7 Tuesday, Oct 16	Groups in a multicultural context Crisis work and populations at risk <i>#5 mutual aid group 10:15 – 11:15</i> Discussion Questions – Group F	Canvas Reading as indicated in Module #7 <i>Weekly Learning Reflection Due</i>
Session 8 Tuesday, Oct 23	Psychoeducational/ time-limited groups Self-Help and Support Groups Solution-focused and MI approaches <i>#6 mutual aid group 10:15 – 11:15</i> Discussion Questions – Group G	Canvas Readings as indicated in Module #8 <i>Weekly Learning Reflection Due</i>
Session 9 Tuesday, Oct 30	CBT groups and Mindfulness Guest Speaker: Kayle Evans, LCSW <i>#7 mutual aid group 10:15 – 11:15</i>	Canvas Reading as indicated Module #9 <i>Weekly Learning Reflection Due</i>
Session 10 Tuesday, Nov 6	Working with children and adolescents Guest speaker: Vanessa Flores, LCSW Sarah Jones, LCSW <i>#8 mutual aid group 10:15 – 11:15</i>	Canvas readings as indicated in Module #10 <i>Weekly Learning Reflection Due</i>
Session 11 Tuesday, Nov 13	Psychodynamic/Psychoanalytic Approach and Interpersonal Process Groups Guest Speaker: Paula Buhls, LCSW <i>#9 mutual aid group 10:15 – 11:15</i>	Canvas Reading as indicated in Module #11 <i>Weekly Learning Reflection Due</i>
Session 12 Tuesday, Nov 20	Treatment Groups (Intensive Outpatient, Inpatient and Eating Disorder groups) Julie Falchuk, LCSW Sage Recovery <i>#10 mutual aid group 10:15-11:15</i>	Canvas readings as indicated in Module #12 <i>Weekly Learning Reflection Due</i>
Session 13 Tuesday, Nov 27	Working with Older Adults in Group Existential and Narrative applications <i>#11 mutual aid group 10:15-11:15</i> Discussion Questions – Group H	Canvas Reading as indicated In Module #13 <i>Weekly Learning Reflection Due</i>
Session 14 Tuesday, Dec 4	Endings in Group Work Termination Assessment Practice Evaluation in Groups	Canvas readings as indicated in Module #14 Final Paper Due

IX. BIBLIOGRAPHY

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