

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

Course Number: 393R-26
Unique Number: 61660

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Semester: Fall 2018

512-775-4210

Meeting Time: Monday
2:30-5:30

Office Number: 3.104A
Office Hours: Before/after class and
by appointment

Meeting Place: SSW 2.130

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](#).

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 relate to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and the elderly.
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 the elderly.
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.
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.

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 and Recommended Texts and Materials

Required Text:

Corey, G. (2016). *Theory and Practice of Group Counseling*. (9th ed.) Boston, MA: Cengage Learning.

Yalom, I. D. (2005). *The Theory and Practice of Group Psychotherapy* (5th ed.). New York: Basic Books.

Additional Readings:

required weekly readings and handouts will be posted on Canvas.

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 and Indicators for Cultural Competence

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

AASWG Standards for Social Work Practice with Groups

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

V. Course Requirements

1. Reflection Cards completed with a classmate – 15% of Grade

At the beginning of the semester students will receive 5 large index cards. During the semester you will write about your thoughts and feelings regarding a particular reading, lecture, guest speaker or activity that we did in class. After writing about it, you will then share your card with a classmate outside of class and write a summary regarding their thoughts and feelings about the topic. Cards are due anytime during the semester, but you may not turn in more than one card per class. You will complete 2 cards from the readings, one from a guest speaker and the other 2 are your choice. It is essential that you write neatly or type out the card, if it is not legible you will receive no credit. **Due: anytime during the semester, you may not turn in more than one card per class.**

Front of Card – Your thoughts, feelings and learning

Name _____	Date _____
Topic & information source _____	Card # _____
Reflection discussion	

Back of Card – Student you shared with thoughts, feelings and learning

Name of Student you shared with _____
Reflection discussion with student

2. Take Home Midterm Exam – 25% of Grade

On November 5th you will be given the midterm exam that you will take home with you. Complete and bring back to class on the following Monday, November 12th. Answers are to be typed, double spaced and organized in the chronological format of the exam. Please have a hard copy ready to be turned in at 2:30. **Due: November 12th.**

3. Class Participation – 20% of Grade

Class participation will include attendance, punctuality, preparedness for class, participation in group experience sessions, *informed* class discussion, brief assignments that may be given, and the extent to which you take part in the question and discussion class time. Each student will be given a class participation form the first day of class for review (located at the end of the syllabus). Students will fill this out and turn it in on the last day of class. If you fail to turn in the form you will receive 0 points in this area. **Due: December 10th.**

4. Small Group Participation – not graded

Students will participate in a small experiential group across the semester. Each of you will have the opportunity to experience group membership and group leadership while deepening your self-awareness and knowledge of group process, professional use of self, and the critical importance of professional self-care. All students will participate in a pre-group meeting during class to develop the logistics of the group. Students will alternate in roles, with each student taking on the role of group leader for at least one scheduled session. At all times, groups should reflect adherence to social work values and ethics, including the maintenance of confidentiality of group members. Group members are encouraged to engage in this learning with positive expectations for both themselves and their groups.

This assignment will not be graded. As you are learners, I am not expecting the groups to be facilitated by a seasoned therapist, but rather to immerse the student in active learning while experiencing group stages and processes. I want you to feel comfortable exploring who you are in this type of group setting without worries or fears of being evaluated or observed in the moment.

Important Note. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members need support. 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.

5. Weekly Small Group Reflection Papers – 10% of Grade

After each small group meeting you will type a no more than one-page reflection paper that will be turned in the following Monday at the beginning of the class. You will write from a first-person perspective and no references are required. The paper should be typed, double spaced, *carefully edited* for organization, spelling, grammar, punctuation, and clarity of thought. APA format is not required. Please date all papers.

The first paragraph will reflect what you are learning in the group. The second will reflect the overall health of the group, including challenges, successes and questions that you have. You will reflect on both your personal and professional learning about your experience. You must include, but are not limited to, what conflict came up and how it was handled, how well the group and yourself were able to stay in the here and now, what did you like about the group, what would you do differently.

Please do not include names of group members or specific things that have been shared in the group. Each student will turn in 8 weekly reflection papers (the week of December 3rd, group meeting #9 will not need a reflection paper). **Due: One week after each group meeting.**

6. Small Group Reflection Paper – 30% of Grade

After completing your Small Group over the semester, you will write a research and reflection paper regarding your experience. The paper will include three sections;

Section One – General information regarding the group – this will include group composition, including the topic that your group chooses to process for the semester, the theories and techniques that were included, the diversity of the group and how it impacted the group, the size, etc.

Section Two – Reflection regarding the group over a semester – You may use portions of your 8 weekly reflection papers in this section. Make sure to include information regarding the week that you facilitated the group. Also, include one challenge that you had in the group that you would like to learn more about. This will be the area that you complete the research portion (section 3) of your paper.

Section Three- Research – Using the area that you identified and discussed as a challenge in section 2 of your paper, research this topic. Use 3-5 peer reviewed references, no later than 2008 (only one can be web-based). You may also integrate information that you learned in the classroom, the readings and your books. Be sure to discuss in your conclusion how you will use this information in your practice.

Sections one and three of the paper must adhere to APA guidelines. Section 2 APA format is not required. In this section, it is permissible to write from a first-person perspective and no references are required. All sections of the paper should also be *carefully edited* for organization, spelling, grammar, punctuation, and clarity of thought. The overall length of the paper is 6-8 pages, with the research section being at least 2 ½ - 3 pages. **Due: December 10th.**

Course Requirements

Reflection Cards with classmate	15%
Midterm Exam	25%
Participation	20%
Weekly Small Group Reflection Papers	10%
<u>Small Group Reflection Paper</u>	<u>30%</u>
Total	100%

VI. Course Grading Criteria

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

VII. Class Policies

Attendance and Participation

Attendance and participation for the full class is expected for all students. Repeated late arrivals to class is inconsiderate to the class as a whole and may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students are to notify the professor prior to class at the given phone number or by email if they cannot attend class due to an illness or emergency. In addition, the professor reserves the right to add or deduct up to 5 points to students' final point total based on the overall quality of their classroom participation during the semester.

Papers

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization and formatting, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Turning Assignments in and Late Assignments

Assignments are due on the date indicated on the syllabus. Assignments are to be turned in on

hard copy, please no front and back printing. Assignments via email and/or Canvas will not be accepted without approval from the instructor. Unless it is an extreme emergency, late assignments will not be taken without penalty. Five points will be deducted each day the assignment is late.

VIII. University Policies

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

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

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security

settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

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

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

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

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

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

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

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

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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

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

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

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

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

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

IX. Course Schedule

<i>Date</i>	Description	Text/Readings
Sept 10	Welcome to Group Work! Opening Activity Overview & Introduction Discussion of Small Groups - selection	Stickies Syllabus, Rubrics & Reflection Cards Bibliography - #6 Helpful Websites Standards for SW Group Practice
Sept 17	The importance of support <ul style="list-style-type: none"> • Equation activity Small Group logistics Ethical and Legal Issues	Bibliography – Wheatley Review Standards for SWGP Corey – Chapter 3 Complete exercise Corey – pages 55 – 57. For next class.
Sept 24	The Group Counselor (read p.28C) & types of groups Group Therapeutic Factors Group as a microcosm Small Group work (1)	Corey - Chapter 1 & 2 Bibliography - Garfield Discuss <i>Attitude Questionnaire</i> Yalom – Chapters 1-4 Yalom – pages 41-44 (Nancy’s story)

Oct 1	<p>Group Experience – feelings</p> <p>Group Composition</p> <ul style="list-style-type: none"> • Member selection • Logistics and practical considerations <p>Small Group work (2)</p>	Corey – Chapter 5 & Yalom Chapters 8 & 9.
Oct 8	<p>Stages of Group Development</p> <ul style="list-style-type: none"> • Initial Stage • Transition Stage <p>Small Group work (3)</p>	Corey – Chapters 6 & 7
Oct 15	<p>Stages of Group Development (cont.)</p> <ul style="list-style-type: none"> • Transition Stage • Working Stage • Final Stage <p>Small Group work (4)</p>	Corey – Chapters 7, 8 & 9
Oct 22	Guest Speaker – working with special populations	Alan Lambert LCSW, CGP
Oct 29	<p>Group Experience – building containment quickly</p> <p>Group Experience – confidentiality, closing a group</p> <p>Small Group work (5)</p>	
Nov 5	Guest Speaker – Art Therapy Groups	<p>Susan Bates MA, LCDC, SEP, Art Therapy</p> <p>Take home exam passed out</p>
Nov 12	<p>Working in the here and now</p> <p>Group Exercise -Psychoeducational Group Work</p> <p>Cultural Competencies</p> <p>Small Group work (6)</p>	<p>Yalom – Chapter 6</p> <p>Corey – pages 12-25 Bibliography – 1. Erich; 2. Greif</p> <p>Turn in take home exam!</p>

Nov 19	Guest Speaker - Working with conflict and challenges Small Group work (7)	Delinda Spain LCSW Corey – Chapter 7 Bibliography - Barsky
Nov 26	Guest Speaker – grief and groups Small Group work (8)	Brittany Neece LPC-S, LMFT-S
Dec 3	Working with adolescents Small Group work (9) termination	Corey – Chapter 10 Bibliography - Malakoff
Dec 10	Open date for discussion, group practice & cultural competencies Wrapping up & Evaluations	Final Paper due Corey - pages 12-25 Participation Form due

X. Bibliography

Anderson, J. (1997) *Social work with groups: A process model*. New York: Longman.

Barlow, C., Blythe, J. & Edmonds, M. (1999). *A handbook of interactive exercises for groups*. Boston: Allyn and Bacon.

Barsky, A. (2007). *Conflict resolution for the helping professions* (2nd ed.) Belmont, CA: Thomson-Brooks/Cole.

Carroll, M. & Wiggins, J. (2001). *Elements of group counseling: Back to the basics* (3rded.). Denver, CO: Love Publishing Co.

Chen, M. & Ryback, C. (2004). *Group leadership skills: Interpersonal process in group counseling and therapy*. Belmont, CA: Brooks/Cole-Thomson Learning.

Corcoran, J. (2009). *Groups in social work: A workbook*. Boston: Pearson/Allyn and Bacon.

Corey, G. (2004). *Theory and practice of group counseling*. Belmont, CA.: Brooks/Cole-Thomson Learning

Corey, G. Corey, M., Callanan, P. & Russell, J. (2004). *Group techniques* (3rd ed). Pacific Grove, CA: Brooks/Cole-Thomson.

Corey, M., Corey, G, & Corey, C. (2010). *Groups: Process and practice* (8th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Dossick, J. & Shea, E. (1988). *Creative therapy: 52 exercises for groups*. Sarasota, Florida: Professional Resource Exchange.

- Dossick, J. & Shea, E. (). *Creative therapy II: 52 more exercises for groups*. Sarasota, Florida: Professional Resource Exchange.
- Dossick, J. & Shea, E. (1995). *Creative therapy III: 52 more exercises for groups*. Sarasota, Florida: Professional Resource Exchange.
- Epross, P. & Greif, G. (2009). Group process and group work techniques. *Social workers' desk reference*. Roberts, A. (ed). (97) 679-685 New York: Oxford University Press.
- Erich, S. & Kanenberg, H. (2011). *Skills for group practice: Responding to diversity*. Boston: Allyn and Bacon.
- Garfield, C., Spring, C. & Cahill, S. (1998). *Wisdom circles: A guide to self discovery and community building in small groups*. New York: Hyperion.
- Gitterman, A. & Shulman, L. (Eds.) (2005). *Mutual aid groups, vulnerable populations and the life cycle*. New York, NY: Columbia University Press.
- Greif, G. & Ephross, P. (Eds.). (2005). *Group work with populations at risk* (2nded.). New York: Oxford University Press.
- Haslett, D. (2005). *Group work activities in generalist practice*. Belmont, CA: Thomson-Brooks/Cole.
- Jacobs, E., Harvill, R. & Masson, R. (2002). *Group counseling: Strategies and skills* (4th ed.). Pacific Grove, CA.: Brooks/Cole Publishing Co.
- Johnson, D. & Johnson, F. (2003). *Joining together: Group theory and group skills* (8th ed.). Boston: Allyn and Bacon.
- Kottler, J. (2001). *Learning group leadership: An experiential approach*. Boston: Allyn & Bacon.
- Malekoff, A. (2004). *Group work with adolescents: Principles and practice* (2nd ed.). New York, NY: The Guilford Press.
- Patterson, K., Grenny, J., McMillan, R. & Switzler, A. (2002). *Crucial conversation tools: Tools for talking when the stakes are high*. New York: McGraw Hill.
- Reed, K. (1997). *Social work practice with groups: A clinical perspective*. (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Shuman, S. (Ed.). (2005). *The IAF handbook of group facilitation: Best practices from the leading organizations in facilitation*. San Francisco, CA: Jossey-Bass.
- Shulman, L. (2011). *Dynamics and skills of group counseling*. Belmont, CA: Brookes/Cole.

- Shulman, L. (2012). *The skills of helping individuals, families, groups and communities* (7th ed.). Belmont, CA.: Brookes/Cole.
- Toseland, R. & Rivas, R. (2012). *An introduction to group work practice* (7th ed.). Boston: Allyn & Bacon.
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- Wheatley, M. (2002). *Turning to one another: Simple conversations to restore hope to the future*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Yanca, S. & Johnson, L. (2009). *Generalist social work practice with groups*. Boston: Pearson/Allyn and Bacon.
- Zastrow, C. (2012). *Social Work with groups: A comprehensive work text*. Belmont, CA: Brooks/Cole Publishing Co.
- Zimmerman, J. (1996). *The way of council*. Las Vegas, NV: Bramble Books.

Helpful Websites

1. www.agpa.org
American Group Psychotherapy Association
2. www.austingroups.org
Austin Group Psychotherapy Association
3. <http://www.aaswg.org>
International Association for the Advancement of Social Work with Groups
4. www.austinaa.org
Local AA site with meetings schedule
5. <https://cmhc.utexas.edu/groups.html#schedule>
UT Counseling and Mental Health Center
6. AASWG Standards for Social Work Practice with Groups
http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf

