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

Course Number: SW 333

Instructor: Vicki Packheiser, LCSW

E-mail: vpackheiser@mail.utexas.edu

Unique Number: 61190

Office Number: 3.116D

Semester: Spring 2018

Office Phone: (512) 471-2364

Meeting Time/Place:
Tuesdays and Thursdays
9:30-11am
Room 2.116

Office Hours: Tuesdays 2-3pm
& by appointment

SOCIAL WORK PRACTICE WITH GROUPS

Ethics and Leadership Flag Course

This course carries the Ethics and Leadership Flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real life situations.

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

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of social group work and practice related to the strengths, capacities and resources of individuals within groups.
2. Develop leadership skills with groups in order to help alleviate critical social problems and enhance group well-being.
3. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages.
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.
5. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation).
6. Develop skills in identifying, analyzing and implementing empirically based group interventions and evaluating group effectiveness.
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.
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.
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.

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

Required Text

Corey, M. Schneider, Corey, G. and Corey, C. (2014). *Groups: Process and Practice*. (9th ed.). Belmont, CA.: Brooks/Cole.

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

Students are also expected to review:

UTSSW Standards for Social Work Education

<http://www.utexas.edu/ssw/dl/files/academic-programs/other/standards-sw-education.pdf>

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 in Social Work Practice

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

Standards for Social Work Practice with Groups

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

<http://www.iaswg.org>

NASW Policy Statement on Professional Self Care

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

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	Points	Due Date
• 11 Weekly Learning Reflections (see course calendar)	55 points	same day as EGL's
• Community Support Group Assignment	50 points	3/6
• Community Task Group Assignment	50 points	4/10
• Creativity Assignment	50 points	5/1
• Final Take Home Exam	150 points	5/7
• Class Participation (punctuality, attendance, homework and class participation - 2 points per class)	60 points	
Total	415 points	

VI. GRADES

Letter grades will be assigned according to the University grading scale:

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

VII. CLASS POLICIES

Attendance and Participation

Attendance and participation for the full class is expected for all students. Repeated late arrivals to class 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. Consequently 2 points will be deducted for any missed classes (loss of class participation points). Students are to notify the professor prior to class at the given office 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. Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> (512) 471-6222 for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Time Management

Assignments will be penalized 5 points per day that they are late. Contact the professor before the assignment is due if other arrangements need to be made due to an emergency.

Feedback

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the professor during class and office visits.

VIII. UNIVERSITY POLICIES

All students are expected to review the Standards for Social Work Education found on the School of Social Work website. The following policies will be observed:

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 in Class

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in class discussions, 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. Students are expected 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 students will be exposed to diverse ideas and opinions, and sometimes

will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism. This entails listening to the opinions, concerns and feelings of others with openness, speaking honestly about one's own experience, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment. **Use of cell phones and laptops is not permitted during class.**

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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu>.

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 that 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 remember 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 class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). 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

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

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 firearms 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 to keep the university informed about changes to their email address. Students should check their email regularly and frequently daily, but at minimum, twice a week to stay current with university-related communications, some of which may be time sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at:

<http://www.utexas.edu/its/policies/emailnotify.php>

Safety

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

Behavior Concerns Advice Line (BCAL)

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

Emergency Evacuation Policy

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

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.

- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Note: Text readings are listed here but additional Canvas readings will be found in the weekly modules on Canvas. Please be sure to check Canvas in your preparation for class.

Date	Topic	Assignment Due	Readings
T 1/16	Course Overview Group as a Social Microcosm The Classroom as a Learning Laboratory Understanding Experiential Education Dweck’s Fixed vs. Growth Mindset Introduction to the Experiential Group Lab (EGL)		(Reviewed in class) Course Syllabus Course Assignment Guidelines
Th 1/18	Introduction to Group Work in Social Work Practice Historical Overview Types of Groups The Group Leader: Personal and Professional Considerations Universal Therapeutic Factors in Groups Professional Self Care – An Ethical Imperative	Student Learning Assessment	Corey Ch. 1 pp. 1-12 Corey Ch. 2 pp. 26-36 Canvas Readings: Standards for Social Work Education Standards for Social Work Practice with Groups NASW Policy Statement on Professional Self Care Self Care Plan Handout
T 1/23	Practice Theories and Models in Group Work	Semester Self Care Plan	Corey Ch. 4 Canvas Readings

Th 1/25	Ethical Considerations and Decision Making in Group Work		Corey Ch. 3 Canvas Readings: NASW Code of Ethics Texas State Board of Examiners Code of Conduct Guidelines for Ethics – American Group Psychotherapy Assn. Ethical Guidelines for Group Counselors – Assn. for Specialists in Group Work
T 1/30	Group Leadership: Essential Leadership Skills	Self Assessment of Group Leadership Skills (pp. 52-56)	Corey Ch. 2 pp. 36-43
Th 2/1	Preparation for Experiential Group Lab		Canvas Reading
T 2/6	Experiential Group Lab #1	Learning Reflection #1	Canvas Reading
Th 2/8	Group Co-Leadership: Benefits and Challenges Eyes on Teaching		Corey Ch. 2, pp. 43-47
T 2/13	Overview: Stages of Group Development Corey, Garland, Kolodny and Jones (Boston Model) Tuckman Schiller		Corey Intro Part 2 pp. 145-46 Corey Ch. 5 Canvas Reading
Th 2/15	Experiential Learning Lab #2	Learning Reflection #2	Canvas Reading

T 2/20	Considerations in Planning a Group Initial Stage: Group Characteristics and Process Leader and Member Roles		Corey Ch. 6
Th 2/22	Experiential Group Lab #3	Learning Reflection #3	Canvas Reading
T 2/27	Transition Stage: Group Characteristics and Challenging Dynamics Leader and Member Roles		Corey Ch. 7
Th 3/1	Experiential Group Lab #4	Learning Reflection #4	Canvas Reading
T 3/6	Constructively Working with Conflict	Community Support Group Observation	Canvas Reading
Th 3/8	Experiential Group Lab #5	Learning Reflection #5	Canvas Reading
3/13 3/15	Spring Break!		
T 3/20	Working Stage: Group Characteristics Leader and Member Roles Final Stage Termination and Evaluation		Corey Ch. 8 & 9
Th 3/22	Experiential Group Lab #6	Learning Reflection #6	
T 3/27	Cultural Humility, Multicultural Group Work and Social Justice Global Implications for Group Work		Corey Ch. 1 pp. 12-23 NASW Standards and Indicators for Cultural Competence Canvas Readings

Th 3/29	Experiential Group Lab #7	Learning Reflection #7	Canvas Reading
T 4/3	Social Work and Task Groups		Canvas Readings
Th 4/5	Experiential Group Lab #8	Learning Reflection #8	Canvas Reading
T 4/10	Group Work Across the Life Cycle Group Work with Children	Community Task Group Observation	Corey Ch. 10 pp. 325-345
Th 4/12	Experiential Group Lab # 9	Learning Reflection #9	Canvas Reading
T 4/17	Group Work Across the Life Cycle Group Work with Adolescents		Corey Ch. 10, pp. 351-367
Th 4/19	Experiential Group Lab #10	Learning Reflection #10	Canvas Reading
T 4/24	Group Work Across the Life Cycle Group Work with Older Adults		Corey Ch. 11 pp. 394-418
Th 4/26	Experiential Group Lab #11	Learning Reflection #11	
T 5/1	Creativity and the Expressive Art Therapies in Group Work	Creativity Assignment	Canvas Reading
Th 5/3	Class Review and Ending Celebration	Moments of Excellence	
M 5/7		Final Take Home Exam	

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.

- Brondler, S. & Roman, C. (2016). *Group work: Skills and strategies for effective interventions*. New York: Routledge.
- Carroll, M. & Wiggins, J. (2001). *Elements of group counseling: Back to the basics* (3rd ed.). 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.
- Conye, R. K. (2014). *Group work leadership: An introduction for helpers*. Los Angeles, CA.: Sage.
- 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.
- Furman, R., Rowan, D. & Bender, K. (2009). *An experiential approach to group work*. Chicago, IL.: Lyceum Books.
- 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.
- Grobman, L.M., Clements, J. (Eds.). (2013). *Riding the mutual aid bus and other adventures in group work*. Harrisburg, PA.: White Hat Communications.
- Haslett, D. (2005). *Group work activities in generalist practice*. Belmont, CA: Thomson-Brooks/Cole.
- Hutchinson, D. (2017). *Great groups: Creating and leading effective groups*. Los Angeles, CA: Sage Publications, Inc.
- 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.
- Simpson, S., Miller, D. & Bocher, B. (2006). *The processing pinnacle: An educator's guide to better processing*. Bethany, OK.: Wood 'N' Barnes Publishing.
- Weinhold, B. & Weinhold, J. (2000). *Conflict: The partnership way*. Denver, CO: Love Publishing Co.
- 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.
- Yalom, I. (2005). *The theory and practice of group psychotherapy*. ((5th Ed.) New York: Basic Books.
- 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.

Related Journals

Group Analysis: Journal of Group Analytic Psychotherapy
 Group Dynamics: Theory, Research and Practice
 Group Processes and Intergroup Relations
 Groupwork
 International Journal of Group Psychotherapy
 Journal of Groups in Addiction and Recovery
 Journal for Specialists in Group Work
 Small Group Research: An International Journal of Theory, Investigation and Application
 Social Work with Groups

Helpful Websites

www.agpa.org

American Group Psychotherapy Association

<http://www.asgpp.org/index.php>

American Society of Group Psychotherapy and Psychodrama

<http://www.asgw.org/index.htm>
Association for Specialists in Group Work

www.austingroups.org
Austin Group Psychotherapy Association

<http://www.evidencebasedgroupwork.com/401.html>
Evidence Based Group Work.com

<http://www.iagp.com/>
International Association for the Group Psychotherapy and Group Processes

<http://www.aaswg.org>
International Association for Social Work with Groups

www.austinaa.org
Local AA site with meetings schedule

http://www.nmha.org/go/go/find_support_group
Mental Health America

<http://www.mhatexas.org/mhatexasMAIN/IRGuide4.03.pdf>
Mental Health Association of Texas

<http://www.apadivisions.org/division-49/index.aspx>
Society of Group Psychology and Group Psychotherapy

www.cmhc.utexas.edu/g_schedule.html
UT Counseling and Mental Health Center