

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

**Course Number: SW 333**

**Instructor: J. Currin-McCulloch**

**Unique Number: 61195**

**Office: 3.104 (Adjunct Office)**

**Semester: Spring 2018**

**Office Phone: n/a**

**Meeting Time/Place: Mondays & Wednesdays  
2:30pm-4:00pm  
Room 2.116**

**Office Hours: Wednesdays 1:15-2:15 pm,  
by appointment**

**SOCIAL WORK PRACTICE WITH GROUPS**

**I. STANDARDIZED 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. STANDARDIZED 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**

To engage various learning styles, this course will include multiple teaching methods such as lectures, discussion, case studies, group exercises, guest speakers, group presentations, blogs, podcasts, and audio-visual presentations. Monday classes will focus on skill development and Wednesdays will focus on experiential group encounters. Students are expected to complete all reading assignments prior to class and be prepared to dive deeper into topics during classroom discussions, activities, and experiential group work.

### **IV. REQUIRED TEXTS AND MATERIALS**

#### **Required Text**

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

#### **Supplemental Resources:**

Supplemental readings, podcasts, videos and/or recordings will be posted on the syllabus with links for ease of access.

#### **Use of CANVAS in Class**

In this class the Instructor uses CANVAS, a Web-based course management system with password protected access at <http://courses.utexas.edu>, to distribute course materials, assignments, communicate and collaborate online, and post grades. Students can find technical support for using CANVAS at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

### **V. COURSE REQUIREMENTS**

The professor will provide grading rubrics for each of the class assignments so that students will have a clear indication of what is expected of their work. The professor will post the grading rubrics for each assignment under the Files tab on CAVNAS after the assignment is discussed with the students in class. If students have questions regarding the assignment or grading rubric, please speak with the instructor in class, during office hours, or send an email to [jcurrin-mcculloch@utexas.edu](mailto:jcurrin-mcculloch@utexas.edu).

#### **Self-Care Project (5%)**

Over the course of the semester, students will cultivate a self-care practice. They are encouraged to come up with a regular practice that supports their own mental health and their ability to best care for their clients. At the end of the first month of the class, the professor will ask students to

provide a paragraph describing their self-care practice and will touch-base throughout the semester to assess the effectiveness of students' self-care practices. On the last day of class, students will have two minutes to share with the class about their self-care practice. You can use photos, slide show, YouTube, art work, music, poetry, or a creative use of expression suitable for classroom presentation.

### **Learning Reflections (10%)**

Students will submit a total of 10 learning reflections (worth 1 point each) over the course of the semester. The reflections should be a 1 page minimum/ 2 pages maximum (typed, double-spaced, Times New Roman 12-point font, 1 inch margins) and focus on the student's experiences in that week's experiential group lab. On a few occasions, the instructor may provide designated topics for the reflection paper. The reflections are meant to inspire critical thinking, integration of learning materials, and reactions to the group lab. This will also serve to foster the practice of professional journaling, which will be an integral part of the field practicum course. The reflections are due the day after the group experiential lab. Students who do not attend the group lab cannot submit a journal reflection for that group and will subsequently lose a point for that submission.

### **Community Support Group Observation Assignment (15%)**

As part of your group experiential learning, each student will observe one community support group. This assignment will enable students to observe the facilitator and group dynamics to discover how the topics learned in class materialize in real-life group encounters. Students will choose a group in the community that serves populations commonly cared for by the social work profession, but the group does not have to be facilitated by a social worker. By February 12<sup>th</sup>, each student will provide the professor with details about the group they will observe including the type of group and contact information for the facilitator. After receiving approval from the professor, each student will reach out to the community group contact to seek permission to observe the selected group. This assignment provides students with the opportunity to practice professional networking skills, represent the Steve Hicks School of Social Work, and to learn from workers in the field.

After attending the group, students will write a two-page (typed, double-spaced, Times New Roman 12-point font, 1 inch margins) summary of the group encounter. The professor will provide further details about the assignment in class.

### **Group Proposal and Simulation (35%)**

This assignment will give students additional opportunities to prepare for their role as a group leader in the community. Students will participate in task groups of 5-8 members to plan and simulate a group for their chosen population of interest. The task groups will select a population based on a community needs assessment, and develop a plan for the group structure, theoretical framework, recruitment, screening, budget and evaluation.

Each task group will lead one class session at the end of the semester in which they share their group proposal and then lead a 30-minute simulated group in front of the class. Each student will participate in the role of facilitator during the simulation while the other students play the roles of group members. Additionally, each student will evaluate the members of their task group on

their level of participation and collaboration in developing the group proposal and leading the simulation. The instructor will provide students with instructions for designing the group proposal and simulation, as well as a grading rubric and checklist of items required for the proposal and simulation. Each team will present the professor a draft of their proposal two weeks prior to their class proposal/simulation day.

Each team will submit one proposal for their proposed group (between 8-10 pages, typed, double-spaced, Times New Roman 12-point font, 1 inch margins) that addresses all of the following topics: needs assessment, group purpose, facilitation plan, structure, location/time/accommodations, recruitment and selection of members, content and activities, budget, and evaluation plan.

### **Final Exam (20%)**

There will be a final take home exam near the end of the semester. The content for the exam will draw from reading materials, lectures, guest speakers, videos, and group experiential activities. All exam questions are in essay format. Students will receive the final exam questions in class one week before the exam is due. Students can draw from course readings, lecture content and online sources. Students are not allowed to discuss any aspect of the exam with other students in the course. Students will submit their final exams on CANVAS on May 3<sup>rd</sup>. The professor will not accept exams after May 3<sup>rd</sup>.

### **Class Participation and Attendance (15%)**

Students are expected to attend class sessions regularly and on time, to complete the assigned readings prior to class, and to participate in an interactive learning dialogue with their fellow students and professor. Attendance will be recorded at the beginning of each class. If you are to be absent, it is expected that you will notify the professor prior to your absence at jcurrin-mcculloch@utexas.edu. Failure to regularly attend class and demonstrate comprehension of readings through class discussions and learning reflections will be considered in assigning the class participation grade. Mastery of the course content and groups skills experience require your presence in the classroom; therefore, (.5) points will be deducted from your final course grade for each missed class. Repeated late arrivals may be considered as an absence. Students are responsible for any material missed due to absences.

### **Extra Credit Opportunities**

Students may volunteer at a local community or campus event (e.g. St. Jude Austin Walk, Susan G. Komen, Hospice Austin) and write a brief reflection (2 pages, double-spaced) describing their experience and what they have learned. Volunteer opportunities can be found through University postings (<http://www.events.utexas.edu>), database searches ([www.volunteermatch.org](http://www.volunteermatch.org)), and word-of-mouth. The professor can also provide ideas for volunteer opportunities. Extra credit reflections can be submitted to the professor at any time throughout the semester prior Thanksgiving break. Students may earn up to 3 extra points added to their final grade.

### **Course Grading Criteria**

Grades will be posted on CANVAS. Students can track their progress throughout the course.

Course Requirements	% of Grade	Due Date
Self-care Project	5%	5/2
Learning Reflections	10%	Every Thursday 2/8-4/19
Community Group Assignment	15%	3/26
Group Proposal and Simulation	35%	Dates vary by group
Final Exam	20%	5/3
Class Participation	15%	

## VI. GRADES

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

### Professional Conduct:

Students are expected to behave in a professional manner that mirrors that of a social work clinician. The instructor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful, collegiate, and confidential setting. Differences in values, opinions, and feelings of class members and guest speakers will be respected.

It is expected that students will give the professor, fellow students and guest speakers their full attention. Students may use laptops to take notes, but are asked to refrain from checking email, engaging in social media or other online activities not related to the class discussion. Since classroom sessions are meant to mirror professional practice settings, students will turn cell phones to vibrate and leave their phones in their bags. If you have a personal emergency and need to have your cell phone on your desk, please let the instructor know before class.

### Assignments and Exams:

Students are expected to turn in assignments via CANVAS by the due date posted. Students will lose 10% points from the assignment grade for each day that an assignment is late. Assignments will not be accepted if greater than 3 days late. Any adjustments in due dates must be discussed with the instructor at least 48 hours PRIOR to the regularly scheduled due date.

If students are concerned about their class performance, they can schedule a time to meet with

the professor during office hours as soon as possible. The professor will work with students to support their learning and discuss opportunities to improve their course grades. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**

### **Scholastic Honesty:**

Social work practitioners have the ethical responsibility to serve their clients and community with honesty and integrity. Therefore, it is expected that students' work will be their own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office (see BSW Handbook).

### **Communication about Course Changes and Instructor Dynamics:**

Should any modifications or changes need to be made to the course (e.g., calendar, speakers, assignments), students will be notified in class and/or by CANVAS. Students should check CANVAS regularly for updated class information. If you have questions about assignments, please ask the professor during class or send an email to [jcurrin-mcculloch@utexas.edu](mailto:jcurrin-mcculloch@utexas.edu).

Students are encouraged to communicate with their professor about their experiences in the course and provide formal and informal feedback about the classroom environment. There will be a mid-semester and final instructor evaluation; however, feedback is encouraged throughout the semester from students during class, office hours, or by email. The professor values students' opinions and strives to provide an inclusive and respectful environment conducive to student engagement and learning.

## **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](tel: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, 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 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](tel: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

This schedule is intended only as a guide. Guest speakers are subject to change due to scheduling availability.

Date	Topic	Assignment Due	Readings
1/ 17	<b>Welcome &amp; Introductions</b>		Course Syllabus  International Association for Social Work Groups (2105). <i>Standards for social work practice with groups</i> .
1/ 22	<b>History of Group Work</b>		Schwartz. W. (2006) The group work tradition and social work practice. <i>Social Work with Groups</i> , 28(3-4), 69-89.  Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 6-12.
1/ 24	<b>Ethical Considerations in Group Work</b>		NASW Code of Ethics  Gumpert, J., & Black, P. N. (2006). Ethical issues in group Work: What Are They? How Are They Managed? <i>Social Work with Groups</i> , 29(4), 61-74  Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 60-92.
1/ 29	<b>Community Assignment Planning Time</b>		
1/ 31	<b>Groups with Children and Teens</b>		Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 326-334, 351-355.

			Ibrahim, F. Ivey, A. E., Pedersen, P., & Ivey, M. B. (2017). <i>Group microskill Culture-centered group process and strategies</i> . San Diego, CA: Cognell. Pages 304-311.
2/ 5	<b>Cultural Considerations in Group Work</b>		Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 12-22.  Shulman, L. (2017). Addressing internalized biases and stereotypes of the group leader: A life-long professional task. <i>Social Work with Groups</i> , 40(2), 10-16.  Ibrahim, F. Ivey, A. E., Pedersen, P., & Ivey, M. B. (2017). <i>Group microskill Culture-centered group process and strategies</i> . San Diego, CA: Cognella Pages 355-361.
2/ 7	<b>Learning Lab 1</b>		
2/ 8		<b>LEARNING REFLECTION #1 DUE ON CANVAS</b>	
2 /12	<b>Group Facilitation Skills</b>	Leadership Skills Survey on Qualtrics (The professor will email you the link)	Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 26-49.  Turner, H. (2011). Concepts for effective facilitation of open groups. <i>Social Work with Groups</i> , 34(3-4), pp. 246-256.
2/14	<b>Learning Lab 2</b>  “Beginnings”		
2 /15		<b>LEARNING REFLECTION #2 DUE ON CANVAS</b>	
2 /19	<b>Elements of Designing a Group</b>	<i>Turn in the contact information for the community group you want to attend.</i>	Pelech, W., Basso, R., Lee, C. D., & Gandarilla, M. (2016). Chapter 6: Planning a Group with a Focus on Diversity, and Appendix: B Group Planning Checklist in <i>Inclusive group work</i> . Oxford, England: Oxford University Press.  Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 155-163.
2 /21	<b>Learning Lab 3</b>  “A Little about Me”		Bring something to class that represents your culture.
2/ 22		<b>LEARNING REFLECTION #3 DUE ON CANVAS</b>	
2 /26	<b>Stages of Group Development</b>  Initial Stage		Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 168-210.
2 /28	<b>Learning Lab 4</b>		Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 132-136.

	“Finding Solutions”		
3/ 1		<b>LEARNING REFLECTION #4 DUE ON CANVAS</b>	
3/ 5	<b>Transition Stage</b>		Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 216-258.
3/ 7	<b>Learning Lab 5</b>  “Narrative Therapy: Finding My Voice”		Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages. 136-137.
3/ 8		<b>LEARNING REFLECTION #5 DUE ON CANVAS</b>	
3/ 12-17	<b>Spring Break</b>	Enjoy ☺	
3/ 19	<b>Working Stage</b>		Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 266-297.
3/ 21	<b>Learning Lab 6</b>  “Mindfulness-Based Stress Reduction”		The Mindful Revolution: <a href="http://time.com/1556/the-mindful-revolution/">http://time.com/1556/the-mindful-revolution/</a>  Edwards, C. & Hegerty, S. (2016). Where it’s cool to be kitty: An art therapy group for young people with mental health issues using origami and mindfulness. <i>Social Work with Groups</i> , 1-14.
3/ 22		<b>LEARNING REFLECTION #6 DUE ON CANVAS</b>	
3/ 26	<b>Final Stage and Termination</b>	<b>COMMUNITY GROUP PAPER DUE PAPER DUE ON CANVAS</b>	Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 302-318.
3/ 28	<b>Learning Lab 7</b>  “My Superhero Powers”		Rubin, L. & Livesay, H. (2006). Look, up in the sky! Using superheroes in play therapy. <i>International Journal of Play Therapy</i> , 15(1), 117-133
3/ 29		<b>LEARNING REFLECTION #7 DUE ON CANVAS</b>	
4/ 2	<b>Task Groups</b>		Boehm, A., & Staples, L. (2006;2005;). Grassroots leadership in task-oriented groups: Learning from successful leaders. <i>Social Work with Groups</i> , 28(2), 77-96  Fernandez, L. (n.d.) <i>Running an effective task group: The five c’s</i> . Retrieved from: <a href="http://www.socialworker.com/feature-articles/practice/Running_An_Effective_Task_Group%3A_The_Five_C%27s/">http://www.socialworker.com/feature-articles/practice/Running_An_Effective_Task_Group%3A_The_Five_C%27s/</a>
4/ 4	<b>Learning Lab</b>		Corey, M. S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole. Pages 138-140.

	<b>8</b> “We Can Do This: Feminist Therapy”		
4/ 5		<b>LEARNING REFLECTION #8 DUE ON CANVAS</b>	
4/ 9	<b>Group work with older adults and those with chronic or life-limiting illnesses</b>		Szalai, M., Szirmai, A., Füge, K., Makai, A., Erdélyi, G., Prémusz, V., & Bódis, J. (2017). Special aspects of social support: Qualitative analysis of oncologic rehabilitation through a belly dancing peer support group. <i>European Journal of Cancer Care</i> , 26(6), e12656-n/a.  Intergeneration groups Find reading at: <a href="https://www.youtube.com/watch?v=6KCKosBF_ig">https://www.youtube.com/watch?v=6KCKosBF_ig</a>
4/ 11	<b>Learning Lab 9</b> “Music to My Ears”		Students will bring to the group the lyrics of a song that speaks to their current state of mind.
4/ 12		<b>LEARNING REFLECTION #9 DUE ON CANVAS</b>	
4/ 16	<b>Team A Presentation</b>		
4/ 18	<b>Learning Lab 10</b> “Openings and Closings”		Students will bring a small item that symbolizes what they gained from their time in group.
4/ 19		<b>LEARNING REFLECTION #10 DUE ON CANVAS</b>	
4/ 23	<b>Team B Presentation</b>		
4/ 25	<b>Team C Presentation</b>		
4/ 30	<b>Team D Presentation</b>		
5/ 2	<b>Self-Care Day</b>	<b>PRESENTATIONS OF SELF CARE-PROJECTS</b>	
5/ 3		<b>FINAL EXAMS TURNED IN ON CANVAS</b>	

## X. BIBLIOGRAPHY

- 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.

- Beadoin, C.E., & Tao, C. (2007). Benefiting from social capital in online support groups: An empirical study of cancer patients. *Cyberpsychology and Behavior*, 10(4), 587-590.
- Dossick, J. & Shea, E. (1995). *Creative therapy III: 52 more exercises for groups*. Sarasota, FL: Professional Resource Exchange.
- Fingfield, D. (2000). Therapeutic groups online: The good, the bad and the unknown. *Issues in Mental Health Nursing*, 21(3), 241-255.
- Gitterman, A., & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable populations, and the life cycle*. New York: Columbia University Press.
- Glisson, C.A., Dulmus, C.N., & Sowers, K.M. (2012). *Social work practice with groups, communities and organizations: Evidence-based assessments and interventions*. N.J.: John Wiley & Sons.
- Greif, G.L., Ephross, P.H. (2010). *Group work with populations at risk*. N.Y.: Oxford University Press.
- Hirayama, H. & Hirayama, K.K. (2002). Fostering resiliency in children through group work: Instilling hope, courage, and life skills. In T. Kelly, T. Berman-Rossi & S. Palombo (Eds.), *Group work: Strategies for strengthening resiliency* (pp. 71-83). Binghamton, NY: Haworth Press.
- Hutchinson, D. (2017). *Great groups: Creating and leading effective groups*. Los Angeles, CA: Sage Publications, Inc.
- Lowry, P.B., Roberts, T.L., Romano, Jr., Nicholas, C., Cheney, P.D., & Hightower, R.T. (2006). The impact of group size and social presence on small-group communication. *Small Group Research*, 37(6), 631-661.
- Malekoff, A. (2014). *Group work with adolescents* (3rd ed.). New York: Guilford Press.
- Salmon, R., & Graziano, R. (Eds). (2004). *Group work and aging: Issues in practice, research, and education*. Binghamton, NY: Haworth Press.
- Schiller, L. Y. (1995) Stages of development in women's groups: A relational model. In R. Kurland & R. Salmon, (Eds.), *Group work practice in a troubled society: Problems and opportunities* (pp. 117-138). New York: Haworth Press.
- Wagner, C.C., Ingersoll, K.S. (2013). *Motivational interviewing in groups*. N.Y.: Guilford Press.
- Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.