THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW n393R26
Unique Number: 88790
Semester: Summer 2019
Meeting Time: Tuesday/Thursday 5:30- 8:00pm
Classroom: SSW 2.122

Instructor: Sarah McCafferty, LCSW-S
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Office Room Number: SSW 3.104A
Office Hours: Wednesdays 4–5pm or *by appointment*

THEORIES AND METHODS OF GROUP INTERVENTION

I.   Standardized 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.   Standardized Course Objectives

Upon completion of this course, student 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 teaching methods, with an emphasis on experiential learning and exercises designed to promote self-awareness in relation to the group process. Small groups and role-plays are designed to provide opportunities for students to develop group leadership and membership skills. Other teaching methods include class discussions, case examples, video presentations, lectures, and guest speakers.

IV.   Required Texts and Materials

Required Text: Corey, G. (2016). *Theory and practice of group counseling* (9th ed). Boston, MA: Cengage Learning.

Recommended Texts: Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual Aid Groups, Vulnerable and Resilient Populations, and the Life Cycle* (3rd ed.). New York: Columbia University Press.

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

Students are expected to review:
   NASW Code of Ethics
   http://www.socialworkers.org/pubs/code/code.asp

   Texas State Board of Social Work Examiners Code of Conduct
   http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

   NASW Standards for Cultural Competence
   http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf

Additional required weekly readings and handouts are posted on Canvas and will also be made available at Jenn's Copy & Binding at 2200 Guadalupe Street.

V.   Course Requirements

Students will be required to complete 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. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing.

Assignment Summary

Assignment	Percentage	Due Date
Class Participation	**20%**	Weekly
Self-Assessment of Group Leadership Skills	**5%**	6/13
Pop Quizzes (2 @ 5% each)	**10%**	
Take Home Mid-term Exam	**25%**	7/2
Learning Reflection Papers (3 @ 5% each)	**15%**	6/25, 7/9, 7/23
Small Group Experiential and Written Analysis Paper	**25%**	7/29

1. Class Participation (20% of grade)

Class participation will include preparedness for class, informed class discussion, participation in group experience sessions, and the degree to which you take part during discussion time in class. There will be ample opportunities for students to take part in experiential in-class and role-play exercises, both as group members and as group facilitators. Students are encouraged to get "out of their comfort zone," as they take part in these exercises. In order to more completely evaluate experiential learning, group members will have an opportunity to evaluate each other's contributions to their group's preparation. This will assist the instructor in evaluating class contribution. All of these aspects will factor into class participation points.

2. Self-Assessment of Group Leadership Skills (5% of grade)

A self-assessment document will be passed on 6/11/19. This is to be turned in at the following class on 6/13/19.

3. Quizzes (10% of grade)

There will be three pop quizzes (nondisclosed dates) given across the semester but only two will count towards your final grade. You will be able to drop your lowest of the three scores. The quizzes will be based on the assigned readings. Anyone who is not present for a quiz will receive a score of 0% on that quiz with no exceptions.

4. Take Home Midterm (25% of grade)

This take-home exam is designed to deepen and integrate your learning of the course content through June 27th. Questions are related to class lectures and discussions, all assigned readings in the Corey text, readings on Canvas (or packet), lecture and class handouts. **A hard copy of the exam with 12-point font should be turned in by the beginning of class time on July 2nd.** To maximize your learning, it is highly recommended you do this assignment over a period of time vs. in one block as many of the questions require time for thought and reflection.

5. Learning Reflection Papers (15% of grade)
There will be three brief writing assignments (1-2 pages, double-spaced, 1" margins, 11-12 pt font) across the semester to increase students' self-awareness, sophistication in professional use of self, evaluation of one's own practice and active engagement in professional self-care. Papers are due by the beginning of class on the assigned dates and should be submitted to Canvas.

6. Small Group Analysis Paper (25% of grade)
This paper will include reflection on the group experience (both as a member and leader), an analysis of the group (e.g., dynamics, leadership, conflict resolution, etc…) and an integration of the readings. Additional instructions will be handed out in the beginning of the semester. This written analysis will be due on 7/29 at 5:30pm and should be uploaded to Canvas.

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

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.

TIME MANAGEMENT. All assignments are due at the beginning of class on the date and time indicated. **Late assignments will be penalized 5% of the total percentage points allowed per day that they are late** and will only be accepted in the first week following an assignment's due date. Contact the instructor a minimum of 24 hours before the assignment is due if other arrangements need to be made due to an emergency.

ATTENDANCE AND PARTICIPATION. Attendance and participation for the full class time is expected for all students. **After two absences, the student's final grade will be lowered by one grade.** Further absences may result in the student being dropped from the course. 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. Students are to notify the instructor prior to class by email if they cannot attend class due to an illness or emergency.

QUALITY OF WRITING. 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, repetition of information, and inferior work 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 SSW writing consultant for assistance. (http://www.utexas.edu/ssw/dccs/students/graduate-writing-consultations/) Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

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, 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 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

Corey = Theory & Practice of Group Counseling by Corey   CANVAS =ALL OTHER READINGS

Date	Topics	Assignment Due	Readings
6/6 TH	**Welcome via Canvas** (class will not meet in person)	**Discussion Board Introduction**	Class Syllabus
6/11 TU	**Therapeutic Factors of Group** Group as a Microcosm Overview of Various Types of Groups **Pre-Group Meeting for small groups**		Drumm, The Essential Power of Group Work Yalom, Ch. 1 Therapeutic Factors **Optional:** Greif, G. & Ephross, P., Skills for Working Across Populations at Risk
6/13 TH	**History of Group Social Work** A Mutual Aid Approach Group Leadership Skills Concepts & Stages **In-Class Small Group #1**	**Self-Assessment of Group Leadership Skills DUE**	Gitterman, A. and Shulman, L. Mutual Aid: pp: 1-35 Yalom, Ch. 2 The Therapist Working in the Here and Now **Optional:** Steinberg, Mutual Aid Furman, Bender, Rowan: The Group Work Tradition in Social Work
6/18 TU	**Group Leadership and Co-Leadership** Multicultural Perspective on Group Work Group Dynamics and Cohesion		Schiller, "Not for Women Only: Relational Model" Toseland & Rivas, Ch. 5 Leadership and Diversity pp. 149 – 157 Burlingame, Cohesion in Group Psychotherapy
6/20 TH	**Pre-Group Work** Practical Considerations in Forming a Group Interpersonal Learning Ethical Leadership **In-Class Small Group #3**		Corey, Ch. 4, Early Stages in the Development of a Group Gumpert & Black. "Ethical Issues in Group Work" **Optional:** Yalom, Ch. 2, Interpersonal Learning
6/25 TU	**Transition & Working Stage of Group** Working Therapeutically with Conflict	**Learning Reflection due** **Take home midterm released on Canvas**	Corey, Ch. 5, pp. 94-107 Wayne & Gitterman, "Offensive Behavior in Groups"

			Corey, Ch. 3, "Ethical and Professional Issues in Group Practice"
6/27 TH	**Working with Children in Group** **Guest Speaker:** Jocelyn Chamra-Barrera, LMSW; Bilingual Support & Kids Who Care Coordinator, The Christi Center **In-class Small Group # 4 (Consultation)**		Malekoff, Gatekeepers, Gatecrashers, and Gateways in Group Work with Kids: A Mystery Story Corey, Ch. 7, "Adlerian Group Counseling" **Optional:** Shechtman & Gluk, "Therapeutic Factors in Children's Groups"
7/2 TU	**Psychodynamic/Psychoanalytic Approach and Interpersonal Process Groups** **Guest Speaker:** Gianna Viola, LCSW-S Certified Group Psychotherapist	**Take home midterm due**	Corey, Chapter 6: "Psychoanalytic Approach to Groups" **Optional:** Kirman, "Working with Anger in Groups" Modern Analytic Approach
7/4 TH	No class- Holiday		No readings assigned
7/9 TU	**Self-Help, Support, Psychoeducational and Social Skills Groups** **In-class Small Group #5**	**Learning Reflection due**	Zastrow, Ch. 8 Self-Help Groups Serlin et al., Support Groups for Women with Breast Cancer Gitterman, A. & Knight, C. Curriculum and Psychoeducational Groups: Opportunities and Challenges. **Optional:** Coates, et. al. Restorative Justice Circles: An Exploratory Study
7/11 TH	**Working with Adolescents in Group**		Tucker, Adventure Based Group Therapy Corey, Ch. 16, "Solution-Focused Brief Therapy and Motivational Interviewing in Groups" **Optional:** Harvey, A. Group Work with African- American Youth in the Criminal Justice System
7/16 TU	**Treatment Groups (Intensive Outpatient, Inpatient and Eating Disorder groups)** **In-Class Small Group #6** **Guest Speaker:** Micaela Romero, LCSW, Behavioral Health Counselor, Seton Shoal Creek		Topor, et al. "Skills for Recovery: A Recovery-Oriented Dual Diagnosis Group for Veterans with Serious Mental Illness and Substance Abuse" **Optional:** Corey, Ch. 17, "Comparisons, Contrasts, and Integration"
7/18 TH	**Working with Older Adults in Group**		Rodio & Holmes, Lessons Learned from Ballroom Dancing with Older Adults Wilson, S. & Rice, S. Group Work with Older Adults
7/23 TU	**Expressive Arts in Group Settings (Psychodrama, Writing, Music, Movement, etc.)**	**Learning Reflection due**	Boldt & Paul. "Building a Creative Arts Therapy Group"

			Corey, Chapter 8: Psychodrama in Groups
	In-Class Small Group #7 **Guest Speaker:** Emily Keefer, LCSW, ADS, Clinical Social Work/Therapist, Private Practice		
7/25 TH	**CBT Groups** **Mindfulness-Based Groups** **In-Class Final Small Group Meeting #8**		Corey, Chapter 13: Cognitive Behavioral Approaches to Groups Baer, R. "Mindfulness Training as a Clinical Intervention" Coholic, et al. Facilitating Art-based Mindfulness Group for Vulnerable Children
7/30 TU	**Endings in Group Work** Termination Assessment Practice Evaluation in Groups Review, Reflect and Celebrate	**Small Group Experiential and Written Analysis due**	Corey, Ch. 5, pp. 107-114 Rebmann,Warning: There's a lot of Yelling in Knitting" **Optional:** Zastrow, Evaluation in Groups

X.   Bibliography

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Harvey, A. (2011). Group Work with African-American youth in the criminal just system: A culturally competent model. In Greif, G.L. & Ephross. *Group work with population at risk* (2nd ed. pp. 264 – 282).

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Helpful Websites

www.agpa.org
American Group Psychotherapy Association

www.austingroups.org
Austin Group Psychotherapy Association

http://www.aaswg.org
Association for the Advancement of Social Work with Groups

http://www.mhatexas.org/#!/get-help/
Mental Health Association of Texas

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

www.austinaa.org
Local AA site with meetings schedule

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