

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

<b>Course Number:</b>	SW 393 R26	<b>Instructor:</b>	Dina M. Kassler, Ph.D.
<b>Unique Number:</b>	59800	<b>Email:</b>	<a href="mailto:dinakassler@utexas.edu">dinakassler@utexas.edu</a>
<b>Semester:</b>	Fall 2020	<b>Office:</b>	No on-campus presence
<b>Meeting Time/Place:</b>	Tuesdays 8:30-11:30 am Online via Zoom	<b>Phone:</b>	(512) 809-3407
		<b>Office Hours:</b>	Tuesdays 12-1 pm via Zoom Other times 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 – *By semester's end, students will be able to:***

1. Integrate theories and empirical research knowledge in selecting and using group work approaches with children, adolescents, adults, and the elderly
2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relate to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and the elderly
3. Adapt group work intervention models, programs, and activities for use with children, adolescents, adults, and the elderly to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spiritual, physical or mental ability, developmental level, age, and national origin
4. Evaluate, select, and design group work programs, methods, and activities for children, adolescents, adults, and the elderly based upon their empirical base, practice utility, potential, range of applicability and limitations
5. Select and design group work programs, methods, and activities, and to then critically evaluate and analyze these group work approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of group work services to children, adolescents, adults, and the elderly

6. Integrate and apply core and advanced group work skills and processes, including, but not limited to, creation and maintenance of the group, resolving conflict, dealing with challenging clients, working in the here-and-now, and fostering the therapeutic factors of group work
7. Implement and evaluate the effectiveness of group work interventions for children, adolescents, adults and the elderly
8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and the elderly based on the context in which they are delivered
9. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with children, adolescents, adults, and the elderly

### III. TEACHING METHODS

This course is designed to include a variety of experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, guest speakers, discussions, videos, and experientials. The class will be organized to utilize small groups for the development of group facilitation skills, and for the integration of these skills with researched and validated group work theory. Exercises to promote self-awareness in relation to group process will be stressed in both written assignments and in class interactions. Students will be asked to engage in informed discussion of the assigned readings and to apply these readings to the experiential exercises and small group work. Teaching and learning will be collaborative and interactive.

### IV. REQUIRED TEXT, RECOMMENDED TEXT, AND SUPPLEMENTAL MATERIALS

#### **Required Text:**

Corey, G. (2016). *Theory and practice of group counseling* (9<sup>th</sup> ed.). Cengage.

#### **Recommended Text:**

Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). Basic Books.

#### **Additional information students are expected to review:**

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

Texas State Board of Social Work Examiners Code of Conduct

[http://www.dshs.state.tx.us/socialwork/sw\\_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

NASW Standards for Clinical Social Work in Social Work Practice

<https://www.socialworkers.org/LinkClick.aspx?fileticket=YOG4qdefLBE%3d&portalid=0>

NASW Standards for Cultural Competence

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

AASWG Standards for Social Work Practice with Groups

[http://aaswg.org/files/AASWG\\_Standards\\_for\\_Social\\_Work\\_Practice\\_with\\_Groups.pdf](http://aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf)

**N.B. Other required weekly readings and handouts will be posted on Canvas**

## V. COURSE REQUIREMENTS

### 1. Class Attendance and Contribution

Due to the format and content of this course, both attendance and contribution are imperative. Students are expected to be in class, or in extenuating circumstances, to notify the professor that they will be absent. Because attendance and participation are expected, a lack of these may adversely affect a student's final course grade, i.e., attendance and quality of contribution, as demonstrated by student preparation level, will determine if final course grades will be affected.

Students will be allowed **one (1) absence**. Roll will be taken at the beginning of each class period (*N.B.* Once students are known to the professor, this will not be verbal but will continue to be noted every class period). In cases where a student misses more than one class period, the professor reserves the right to lower that student's final grade by **3% points for each class missed** after the first.

### 2. Quizzes, 10% (2 @ 5%)

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 three scores. Each of the two retained quizzes will be worth 5% of the total course grade (for a cumulative worth of 10% of the final grade). The quizzes will be based on the assigned readings and will consist of multiple-choice questions. Anyone who is not present for a quiz will receive a score of 0% on that quiz with no exceptions; when this occurs, that score will become your "dropped" grade and your other two grades will necessarily be your retained grades. Quizzes will begin at the start of class. Students who arrive late will not be allowed to participate in that day's quiz and this will be treated the same as an absence, i.e., a 0% score will be given on that quiz.

### 3. Learning Reflection Writing Assignments, 20% (2 @ 10%)

There will be **two brief writing assignments** (1-2 pages, double-spaced, 1" margins, 11-12 pt font) across the semester. DO NOT think "bigger is better." Concise writing is highly preferred over a "throw it all at the wall and see what sticks" approach. It is expected that these homework assignments **will not exceed 2 pages**.

The intent of these journal-like writings is to afford the opportunity to discuss your personal and professional learning about class readings, class discussions, group membership/group leadership in general, or as membership/leadership topics relate to your experiential small group. They are designed to be reflective in nature, synthesizing the reading material with each student's unique perspective on the topics covered. The purpose is to increase students' self-awareness, sophistication in professional use of self, evaluation of one's own practice, and active engagement in professional self-care. APA format is not required. As such, it is permissible to write from a first-person perspective and no references are required.

Each writing assignment will be worth 10% of the total grade (for a cumulative worth of 20%) and will be graded based on the clarity of thought, depth of reflection, and overall writing (i.e., spelling, grammar, and punctuation). You will receive full credit if your submissions have met those criteria and are submitted by the due date and time. I encourage you to utilize this opportunity to evaluate and process your group experience.

***N.B.* All assignments are to be submitted electronically through Canvas.**

These Learning Reflection Writing Assignments are **due at 8:30 am on the dates indicated on the calendar and on Canvas**. Late assignments will be accepted with penalties assessed based on arrival time; penalties will accrue at the rate of **5 points (out of 100 pts) for each 24-hour period late** beginning immediately

following the start of class time (e.g., the first homework is due September 29<sup>th</sup> at 8:30 am; there will be a 5 pt penalty for assignments submitted from 8:31 am that day until 8:30 am on September 30<sup>th</sup>). **Note that late submissions will only be accepted in the first week following an assignment's due date.**

#### **4. Video Reflection Paper (25%)**

Each student will be expected to view a video of group therapy (options listed on Canvas under Week #1's assignments) and write a reflection paper on the presented work. It is expected that students will relate the video's content with such topics as group leadership, adherence or non-adherence to a purported theoretical orientation, group member diversity (how much was present and pros/cons resulting from such), group dynamics, and what "take-aways" you have from the video (e.g., techniques you may integrate into your own groups; leadership behaviors you will be more aware of in yourself, whether positive or negative; overall likes/dislikes about the way the presented group work developed). APA format is not required. As such, it is permissible to write from a first-person perspective and no references are required.

This paper will be worth 25% of your total course grade and will be due at or before 8:30 am on **Tuesday, October 19<sup>th</sup>** and **must be submitted electronically through Canvas**. It should be 3 – 4 pages in length, double-spaced, with 1" margins, and in 11-12 pt font. Concise writing is expected such that these papers should not exceed 4 pages; **anything over 5 pages will result in a deduction of 5 points per excess page.**

#### **5. Small Group Participation (20%)**

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

The student therapy groups should reflect real concerns related to the everyday pressures of being a social work graduate student. Utilize issues that have importance to you but are not so personal as to cause you or your fellow group members emotional trauma. Appropriate topics might include communication with a significant other, boss, parent, or child; anxiety related to school; unexpressed emotions; unrealized goals or dreams; or lack of personal awareness. These are just a few examples. Topics to avoid include issues of past or present physical, sexual, or emotional abuse, or any other topics that might cause trauma to you or your fellow group members. If you have questions about the appropriateness of group topics, please check with your instructor. Keep in mind that there are risks inherent in any group that involves self-disclosure.

As you are learners, I am not expecting the groups to be professionally facilitated, but rather to immerse the student in active learning while experiencing group stages and processes. I want you to feel comfortable exploring who you are in this type of group setting without worries or fears of being evaluated in the moment. Like the Learning Reflection Writing Assignments, you will receive full credit for participation if you attend and actively engage in each group meeting (as is the case for the course as a whole, one absence is allowed without penalty). This will be assessed by a brief

“Facilitator(s) Report” (available and linked on Canvas under Week #1’s assignments) that is to be completed by the student/students who led the group each week. (N.B. Only one is required per week regardless of the number of group leaders.)

## 6. Small Group Analysis Paper (25%)

While your participation in the small experiential groups will not be evaluated per se, a post-group analysis paper will be required and graded. It is expected that 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 or other research.

Your Group Analysis Paper will be due at or before 8:30 am on **Friday, December 3<sup>rd</sup>** and **must be submitted electronically through Canvas**. It should be 3 – 4 pages in length (not including title page and references), **written in APA format** (*Publication Manual of the American Psychological Association – Seventh Edition*), double-spaced, with 1” margins, and in 11-12 pt font. Concise writing is expected such that these papers should not exceed 4 pages; **anything over 5 pages will result in a deduction of 5 points per excess page**. If you are unfamiliar with APA format, please see the American Psychological Association’s [basics on APA style](#) and/or [Purdue University’s OWL site](#). Students are also encouraged to consult with the [SSW writing consultant](#) for assistance. Note that plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Your analysis paper should be supported with relevant citations and referenced material and, as such, **MUST** include a reference list. You may use material from our course readings or outside referenced materials. This assignment is worth 25% of your total course grade. Late assignments will be assessed penalties at the rate of **5 points (out of 100 pts) for each calendar day late** beginning at 8:31 am. **Note that late submissions will only be accepted in the first week following an assignment’s due date.**

### Your paper should include:

- Group composition, diversity (include diversity’s impact on the group), and location(s) utilized
- Group dynamics/interactions between members
- The degree to which your group was able to work in the here and now
- The leadership techniques and styles of the various facilitators
- An assessment of the strengths and weaknesses of the group as a whole
- How your group handled such things as conflict, differences in opinions/styles, and termination of the group
- What you would do the same/different if you were the full-time SW for this group
- Personal reactions/observations re: what the experience was like for you as a group *member* and *leader* and how this may have differed from what you expected

### Small Group Analysis Paper evaluation components will include:

- Overall critical analysis, thought, clarity, and organization of the paper
- Use of specific instances from the group sessions in formulating analyses
- Correct APA format and structure, i.e., grammar, spelling, punctuation

## VI. GRADES

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-
Below 60.0%	F

## VII. CLASS POLICIES

1. Students are expected to attend class sessions promptly and regularly, and participate in an interactive framework between collegiate students and professor.
2. Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to ensure that the class environment is maintained as a respectful and confidential setting.
3. Please mute cell phones and refrain from texting and other non-class activities during class.
4. Because this course will be entirely online, the use of internet-capable devices such as laptops, desktops, tablets, and smart phones is required. However, during the time we are together for synchronous, live classes, their use is approved only for class-related activities. Please refrain from “multitasking” during this time period.
5. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend class and demonstrate through discussion that one has comprehended the readings will be considered in assigning the final grade.
6. Except in the case of extreme emergencies, **late assignments will not be accepted without penalty**. Students are expected to electronically submit all required assignments on or before the due date and time. Assignments submitted after the specified time will be considered late. If the due date is a problem, the student should contact the professor and negotiate whether another due date can be arranged *well in advance*.
7. Students are expected to both learn and demonstrate knowledge of group work intervention theories and skills. Students will demonstrate their level of applied knowledge of group work interventions and skills with discussions, quizzes, and written assignments.
8. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades *prior to the end of the semester*. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**
9. Group work can raise emotional issues. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
10. In this class the professor uses Canvas — a Web-based course management system with password-protected access — to distribute course materials, communicate and

collaborate online, post grades, and receive submitted assignments. Canvas is used to provide access to course readings, PowerPoint presentations of lecture materials, and in-class exercises. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. or visiting <http://it.utexas.edu/>. Please plan accordingly.

11. As a general rule, class discussions will not be routinely recorded. However, in the event that any portion of a Zoom class meeting is recorded, it will be for the sole use of students in this course. The information regarding violations of this policy listed below in this syllabus under Section VIII (University Policies), item 10 will apply.

## **VIII. UNIVERSITY POLICIES**

### **1. 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.

### **2. 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/>.

### **3. 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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

### **4. 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/>.

## **5. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

## **6. 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/>.

## **7. Sharing of Course Material is Prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

## **8. 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.

## **9. 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.

## **10. Class Recordings**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

## **11. 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>

## **12. 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.

## **13. 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 on the basis of sex, <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

#### **14. 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.

#### **15. 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.

#### **16. Behavior Concerns Advice Line (BCAL)**

If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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>.

#### **17. 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.

#### **18. COVID Caveats**

To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this link to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

### **IX. COURSE SCHEDULE**

This schedule is intended only as a guide. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester. The student is responsible for all readings whether or not the material is covered in lectures.

#### **Notes:**

- "Corey" refers to the required text
- "Yalom" refers to the recommended text (these recommended readings are available on Canvas and are also summarized in PowerPoints)
- Note that some readings are preceded with "REC" which is an indication that these are recommended, but not required readings (N.B. Yalom readings have PowerPoint files)

summarizing their content. These PowerPoint files are to be considered required readings and, as such, should be reviewed prior to the designated class period.)

- This MAY NOT BE A COMPLETE LIST of readings; if/when additional readings are added, they will be posted to Canvas at least 1 week before being due.

WEEK	DATE	DESCRIPTION/TOPIC	READINGS/ASSIGNMENTS
1	9/1	Introductions	Intro PowerPoint
		Intro to and overview of the course	Syllabus
		Icebreaker activity	Breakout groups 40 Icebreakers for small groups
		Write "A Letter to Myself"	In-class activity
2	9/8	<b><i>NO CLASS MEETING – LABOR DAY HOLIDAY</i></b>	
		<b><i>Utilize this time by completing the following introductory readings:</i></b>	
		Evidence-based group work	Barlow et al. article
		Leadership/Co-leadership	Corey, Chapter 2 One-minute co-leadership Suggestions for co-leadership
		The therapeutic factors	<i>REC: Yalom, Chapter 1</i> Yalom Ch. 1 PowerPoint
		Interpersonal learning	<i>REC: Yalom, Chapter 2</i> Yalom Ch. 2 PowerPoint
3	9/15	Social group work standards and ethics	Corey, Chapter 3 Gumpert & Black article Ethics PowerPoint Breakout groups – Ethics cases
		Group cohesiveness	<i>REC: Yalom, Chapter 3</i> Yalom Ch. 3 PowerPoint Burlingame, Fuhriman, & Johnson, Chapter 4 Kivlighan et al. article Breakout groups – Cohesion
		Pre-group meeting for small groups	Class activity

4	9/22	Group formation and early stages	Corey, Chapter 4 Helpful Intervention Phrases – Initial Stage Helpful Intervention Phrases – Transition Stage
		Working stage of group	Corey, pp. 84-107 (i.e., the first part of Chapter 5) Helpful Intervention Phrases – Working Stage
		The selection of clients	<i>REC: Yalom, Chapter 8</i> Yalom Ch. 8 PowerPoint
		Problem group members	<i>REC: Yalom, Chapter 13</i> Yalom Ch. 13 PowerPoint
		Working with conflict	Wayne & Gitterman article
		Small group meeting #1	Class activity
5	9/29	<b><i>Learning Reflection Writing Assignment #1 Due Today</i></b>	
		<b><i>Facilitator Report from Leader(s) of Small Group Meeting #1 Due Today</i></b>	
		<b><i>Guest Speaker – Dr. Jo Vendl, Private Practitioner (Children/Adolescent Provider)</i></b>	
		Group work with children	Malekoff article Diamond & Lev-Wiesel article Manyam & Davis article Shechtman & Gluk article
		Group work with adolescents	Malekoff, Chapter 2 <i>REC: Malekoff, Chapter 5</i> Cumba-Avilés article Tucker article Vidal et al. article

		Small group meeting #2	Class activity
6	10/6	<b>Facilitator Report from Leader(s) of Small Group Meeting #2 Due Today</b>	
		Group work with older adults	Rodio & Holmes article Wilson & Rice article Chu et al. article
		Mutual aid	Gitterman & Shulman, Chapter 1 Steinberg article
		Self-help groups	Zastrow, Chapter 8
		Mutual growth/parallel processing	Rebmann article
		Small group meeting #3	Class activity
7	10/13	<b>Facilitator Report from Leader(s) of Small Group Meeting #3 Due Today</b>	
		<b>Guest Speaker – Sam Clubb, LMSW, from OutYouth</b>	
		Working with at-risk and vulnerable populations	Greif & Ephross, Chapter 25 Schiller article
		Considerations for group work with member of the LGBTQIA+ population	Hall, Rosado, & Chapman article Lander article Myers article
		Small group meeting #4	Small group meeting #4
8	10/20	<b>Facilitator Report from Leader(s) of Small Group Meeting #4 Due Today</b>	
		<b>Video Reflection Papers Due Today</b>	
		Multicultural perspective on group work	Toseland & Rivas, Chapter 5 Breakout groups – Case study
		Culturally relevant group work	Jones article Haen & Thomas article Hines et al. article
		Expressive and creative arts in groups	<i>REC: Corey, Chapter 8</i> Boldt & Paul article Goicoechea, Wagner, Yahalom, & Medina article So article Stick Figure Drawing Exercise

		Small group meeting #5	Class activity
9	10/27	<b>Facilitator Report from Leader(s) of Small Group Meeting #5 Due Today</b>	
		<b>Guest Speakers – Amy Oliver, LPC, Emily Holden, LPC, and Tori Crawford White, MS, RD, LD (Eating disorder practitioners)</b>	
		Group work for disordered eating concerns	Downey article Ponech & McBride article Safer, Robinson, & Jo article
		Psychoeducational groups	Gitterman & Knight article
		Psychoanalytic/psychodynamic approach	Nakell article Corey, Chapter 6
		Small group meeting #6	Class activity
10	11/3	<b>Facilitator Report from Leader(s) of Small Group Meeting #6 Due Today</b>	
		CBT / ACT group work	Corey, Chapter 13 Nesset et al. article Eilenberg, Kronstrand, Fink, & Frosthalm article
		Group work for PTSD	Sloan, Bovi, & Schnurr article
		Mindfulness-based groups	Riley, Smith, & Baigent article Sundquist et al. article Hinchey article Mindfulness Activities Body Scan Meditation
		Small group meeting #7	Class activity
11	11/10	<b>Facilitator Report from Leader(s) of Small Group Meeting #7 Due Today</b>	
		<b>Learning Reflection Writing Assignment #2 Due Today</b>	
		<b>Guest Speaker –Joseph Gorordo, LCDC, from Recovery Unplugged</b>	
		Dual diagnosis treatment groups	Topor et al. article
		Groups for substance use disorders	Nyhuis et al. article Greenfield et al. article Sugarman et al. article

		Small group meeting #8	Class activity
12	11/17	<b>Facilitator Report from Leader(s) of Small Group Meeting #8 Due Today</b>	
		Narrative group work	Garte-Wolf article Lee article Scarnato article
		Online group work	Leszcz, & Weinberg, Chapter 14 Weinberg, Chapter 15 Vaimberg & Vaimberg, Chap. 16 Weinberg, Chapter 17 Lopez et al. article Van Dijk et al. article
		Small group meeting #9	Class activity
13	11/24	<b>Facilitator Report from Leader(s) of Small Group Meeting #9 Due Today</b>	
		Assessment/Evaluation	Zastrow, Chapter 13
		Termination of Groups	Corey, pp. 107-112 (i.e., the second part of Chapter 5) Helpful Intervention Phrases – Termination Stage Group endings PowerPoint Breakout groups – Termination
		Revisit “letters” from first day of class	In-class activity
		Small group meeting #10 – FINAL meeting	Class activity
14	12/1	<b>Facilitator Report from Leader(s) of Small Group Meeting #10 Due Today</b>	
		<b>NO CLASS MEETING</b> <i>Utilize this time to complete work on your Small Group Analysis Paper</i>	
	Friday 12/3	<b>Small Group Analysis Paper Due Today, Friday, December 3<sup>rd</sup> by 8:30 am</b>	

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