

**The University of Texas at Austin  
Steve Hicks School of Social Work**

<b>Course Number:</b>	SW 393R26	<b>Instructor:</b>	Arlene Montgomery, Ph.D. LCSW
<b>Unique Number:</b>	59805	<b>E-mail:</b>	marksak@utexas.edu
<b>Semester:</b>	Fall 2020	<b>Phone:</b>	Home (512) 480-8086; Office (512) 474-8317
<b>Class Time:</b>	Monday, 2:30-5:30	<b>Office:</b>	SW 3.104A Adjunct Faculty Office
<b>Meeting Place:</b>	virtual	<b>Office Hours:</b>	By appointment

**Theories and Methods of Group Intervention**

**I. Course Description**

This 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 NSAW Code of Ethics.

**II. Course Objectives**

Upon completion of this course the student will be able to:

1. Demonstrate the ability to 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, and adults.
3. Demonstrate the ability to 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, race, ethnicity, culture, class, gender, sexual orientation, religion/spiritual, physical, or mental ability, developmental level, age, and national origin.
4. Demonstrate the ability to 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. Demonstrate the ability to select and design group work programs, methods, and activities, and to 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 the delivery of group work services to children, adolescents, adults, and the elderly.
- 6. Demonstrate the ability to integrate and apply core and advanced group 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. (CL/APB 10a)
- 7. Demonstrate the ability to implement and evaluate the effectiveness of group work interventions for children, adolescents, adults, and the elderly.
- 8. Demonstrate the ability to tailor the 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 teaching methodologies to achieve the expectation of student mastery of theoretically grounded advanced practice skill competencies in the group work method. Learning activities include readings, writing, discussions, lecture, videos, and experiential exercises, including presentations.

The class is organized as a skill laboratory, utilizing the small group context and role play for development of group leadership skill competencies applied differentially to vulnerable populations across the life span.

**IV. Required Text and Course Materials**

Rutan, S.J. & Stone, W. N., & Shay, J.J. (2014). *Psychodynamic group psychotherapy (5<sup>th</sup> ed.)*. New York: The Guilford Press.

Fehr, S. S., Ed. (2016). *101 Interventions in group therapy: Edition 2*. New York: Routledge.

**V. Grading**

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

**VI. Course Assignments**

**There will be a panel presentation which includes summarizing for the class selected material; a reaction paper to the presentation; & two evaluative papers.**

Use of the APA 5<sup>th</sup> Edition format, as well as correct spelling and grammar is expected. Late or incomplete assignments will be not be accepted without penalty unless there is a reasonable excuse or accommodations.

**Grading:**

**Paper #1 (30%)**

**Paper #2 (33%, turned in one half at a time)**

**Panel presentation (summaries of material in study guide format, 10%; material presentation, 10%)**

**Role play (5%) {each student may participate in several role plays, as part of their contribution to the learning process; details TBA first class day}**

**& reaction paper /individual contribution(5% of final grade)**

**Attendance and participation 2 points**

**Role Play and Panel Presentation**

**Panel Presentation**

Using the **group presentation** format, each student will participate in a panel to examine and lead a discussion on selected assigned material which will be summarized for the class. An assigned film will be used to illustrate issues that lead to intrapsychic defenses which in turn may lead to group dynamics; and also illustrate theories with the appropriate techniques and treatment strategies.

A **brief study guide** will be prepared by the panel to aid in discussing material assigned to this particular film. Before class discussion of the material, each class member and the instructor are to be provided a copy of the study guide, via Canvas.

The following should be addressed in the study guide:

**(a.-j. are group contributions provided to the class; k. & l. are completed after the role play and are an individual contribution of each panel member)**

- a. 10 illustrations of defenses and 3 illustrations of dynamics which stemmed from some of those defenses
- b. two affective experiences that are supported/illustrated by assigned material (quote the reference)
- c. one example of empathy for difficult behaviors/attitudes
- d. an example of scapegoating and defenses which underlie scapegoating; an example of role suction
- e. one example of the multiple determinants of behavior(s)
- f. one clinical/practice issue
- g. one ethical issue (quote the Ethical Guideline from NASW Code of Ethics)
- h. describe an exercise from Fehr appropriate to this population
- i. one policy issue, particularly social justice
- j. any of the following 5 elements are to be addressed in the study guide: issues of age, class, color, culture, ethnicity, national origin, race, disability, family structure, marital status, gender, religion/spirituality, sex, sexual orientation, ethical dilemma(s), clinical dilemma(s), or relevant policy issue(s) that are relevant to issues within the film.

**a.-j., one point each**

**Individual contribution, turned in with reaction paper:**

- k. one illustration of a theme from the characters' interactions in the film that was manifest in the role play & the advantage and disadvantage of addressing via any intervention in Fehr,

l. an example of two interventions based on any two theories examined; describe the principle/tenet of the theory as relates to your example & give the page reference from text

**Reaction paper** format:

- i.) thoughts and emotional/psychological effect on student both to a group member and to the group-as-a-whole
- ii.) a defense mechanism that student would erect to being the clinical social worker conducting the group; give example of the interactions
- iii.) what type of anxiety, fear, or dread might elicit the above defense mechanisms
- iv.) a tenet or technique of a theory which has been described in the Rutan, et al., text that may be most sensitive to client system and why?}
- v.) research question as relevant to any issue in the film.

**k., l., & reaction paper(5 points)**

### **Role Play**

There will be a role play creating a staged “group session” for group members whose issues and personalities are based loosely on characters from the film under study.

Interventions for group: Choose an intervention for the group and describe to class ways to implement it (from Fehr, 2010, 101 Interventions in Group Therapy).

### **Papers**

There are two **evaluative papers** on the role play exercises.

**Paper #1[30% final grade](choose either of the first 2 presentations for content; October 14 @ midnight , due date if using first presentation; November 11@ midnight, due date if using second presentation)**

Using *Chapter 13* (Rutan, et al.) as a model, address the following:

- a. the group history & patient description (**3 points**)
- b. a brief history of one main member (**1 point**)
- c. the context
- d. rendering of the group process (the meeting, p. 296-316) (5 points) & a commentary (similar to clinician’s comments) including addressing the some of the same points, which are a combination of group dynamics (choose 3 dynamics) (Ch. 3); therapeutic factors (choose 3 factors) (Ch. 4); & the role of the therapist (Ch. 9); include an error the therapist made and the reference for the correction for the error (**10 points**)
- e. a commentary of your own reactions (like group leaders) which contains transference/ counter transference reactions (define) (**3points**)
- f. three illustrations of defenses, including the coping style and function with examples; describe three different intrapsychic and/or interpersonal defenses which became or had the potential to become a collusive defense|dynamic; speculate how that might occur(**7 points**)
- g. suggest an intervention that should have been made in the group and one that was made; give the reference for both (**5points**)

Use any two references from the bibliography and or material assigned for panel presentations to support, illustrate, or otherwise elaborate on your observations of the group role play. (**1 point**)

*Paper #2(content based on 3<sup>rd</sup> presentation, 1<sup>st</sup> one half due Nov. 30 @ 12 midnight; 2<sup>nd</sup> one half due last day of semester @12:00 midnight)*

Modeling your paper after *Chapter 15* (Rutan, et al), address the following regarding the group role play experience:

**1<sup>st</sup> half of paper(23 points)**

- a. which dynamic theory of time-limited therapy is the best fit and why?

- b. which of the same theories would most poorly serve the group and why?
- c. using the outline (p. 361) provided in Chapter 15, define & illustrate from the role play, the following elements:

goals  
composition,  
patient selection and preparation  
leadership roles  
  activity and nonactivity  
  gratification & frustration  
  transparency and opaqueness  
  leadership foci  
  past-present-future  
  group-as-a-whole-interpersonal-individual  
  in-group and out-or-group  
  affect and cognition  
  process and content  
  the relational experience & understanding

**2nd half of paper(10 points)**

- d. describe 2 defenses that evolved into a group dynamic with a bit of dialogue. Indicate clearly the dynamic which evolved. Mention and give examples of the coping style and function (hand-outs on defenses); speculate on your own countertransference reactions to these defenses/dynamics; and speculate what it might be about you(as the clinician) that might make you have a sensitivity to such defenses (use 2 concepts from Montgomery, Chapter 6 discussion of group session to address this part of the question).
- e. speculate on the advantage/disadvantage of longer-term psychodynamic work for this particular population. Cite your sources.
- f. from Montgomery, Ch.6, use any concept to support your answer in “e.” above

**VII. 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.

**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/>.

**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.

**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 (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.

**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/>.

**SHARING OF COURSE MATERIALS 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.

**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.

**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.

**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.

**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>.

**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 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/>.

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

**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 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>.

**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.

**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](#).

### VIII. COURSE SCHEDULE

**The due date of text assignment will be announced after presentation schedule determined, first class day. All read the text material. The readings will be summarized and illustrated by presentation panel and are optional readings for rest of class.**

Date	Topic	Assignment Due	Readings
<p><b>08-31</b></p> <p><b>Sept. 7,14, 21,28 (Role play, 09-28)</b></p>	<p>Introduction of class requirements</p> <p>Film, <i>Smoke Signals</i></p> <p>Topic: Intrapsychic, interpersonal, and group experiences that can become group dynamics. Basic approaches to understanding group including the psychodynamic and systems.</p> <p>Sub-topics: family structure as it evolved with both normative life cycle stressors and trauma; certain aspects of religion and spirituality as related to family dynamics; personal reactions of the clinical social worker, especially potential value and ethical conflicts.</p>	<p>Summaries on the following chapters from the text: <u>Chapter 1</u> Group’s in Today’s Society; <u>Chapter 2</u> History of Small Group Theory &amp; Practice; and <u>Chapter 3</u> Group Dynamics and Group Development; Discussion of psychological defensive strategies that may evolve into group dynamics, <u>Chapter 4</u> Therapeutic Factors in Group Psychotherapy; and <u>Chapter 8</u> Patients and the Group Agreements</p>	<p>Napoli, M. (1999). The Non-Indian therapist working with American Indian Clients: Transference-countertransference implications.</p> <p>Schermer, V.L, (2000), Contributions of Object Relations Theory and Self Psychology to Relational Psychology and Group Psychotherapy.</p> <p>Weaver, H.N. (1997). The Native American family circle: Roots of resiliency.</p> <p>Brave Heart, M.Y(1999).Return to Sacred Path: Healing historical trauma and historical unresolved grief response among Lakota</p>



			<p>through psychoeducational intervention. <i>Smith College Studies in Social Work</i>, 68(3).pub. On- 27 Feb., 2010.</p> <p>Grayshield, L., et al. (2015, Oct.). Understanding and healing historical trauma: The perspectives of Native American Elders. 37(4), 295-307.doi:10.17744/mech.37.4.02.</p>
<p><b>Oct. 5,12, 19, 26</b> <b>(Role play 10-26)</b></p>	<p>Film, <i>The Joy Luck Club</i></p> <p>Topic: Issues of differential diagnosis of immigrants and related theories (Social Constructionist, Family Therapy, Self Psychology, Relational Therapy and Object Relations Theory on Group Psychotherapy) and some relevant neurological issues related to relationship experiences</p> <p>Subtopics: immigration status and selected policy issues, culture and race, selected child welfare policy issues related to racism/prejudice</p>	<p>Text: <u>Chapter 5</u> Mechanisms and Process of Change; <u>Chapter 6</u> Forming a Group; <u>Chapter 7</u> Patient Selection; <u>Chapter 9</u> The Role of the Group Therapist; and <u>Chapter 10</u> Beginning the Group</p>	<p>Chung, R, C-Y &amp; Bemak, F.(2007). Immigrant and refugee populations. In M.G. Constantine(Ed.), <i>Clinical Practice with People of color: A guide to becoming culturally competent</i>(pp125-244)2<sup>nd</sup> ed., New York: Teacher’s College, Columbia University.</p> <p>DeVries, M.W. (1996). Trauma in cultural perspective.</p> <p>Fong, R. (1997). Child welfare practice with Chinese families: Assessment issues for immigrants from the People’s Republic of China.</p> <p>Kira, I.A., Ahmed, A., Wasim, F., Mahmoud, V., Colrain, J., &amp; Rai, D. (2012). Group therapy for refugees and torture survivors: Treatment model innovations. <i>International Journal of group psychotherapy</i>. 62(1),69-90.</p> <p>Wu,.S., Enders L. E.&amp; Ham, M.A.D. (1997). Social constructionist inquiry in family therapy with Chinese Americans.</p>

<p><b>Nov. 2,9, 16</b></p> <p><b>Nov. 23 (role play)</b></p> <p><b>Nov, 30, 1<sup>st</sup> ½ ppr. due</b></p>	<p>Film, <i>The Color Purple</i></p> <p>Topic: Issues around historical issues of slavery and the intergenerational transmission of trauma; selected concepts from relevant treatment theories such as Family Therapy, Object Relations Theory, Couples Therapy, and Life Cycle issues as they influence Group Psychotherapy.</p> <p>Sub-topics: Social/environmental pressures around sexual, emotional &amp; physical abuse in the family as affected by marital status, class, gender &amp; color factors, aging and mental health issues.</p>	<p>Text: <u>Chapter 11</u> Special Leadership Issues; <u>Chapter 12</u> Expressions of Affect in Group Psychotherapy; and <u>Chapter 14</u> Difficult Groups and Difficult Patients; <u>Chapter 16</u> Termination in Group Psychotherapy</p>	<p>Cirillo, S. &amp; Deblasio, P. (1989). Games typical of abusive families.</p> <p>Gans, J. G. &amp; Weber, R.L. (2000). The detection of shame in group psychotherapy: Uncovering the hidden emotion.</p> <p>Pillari, V. (1991). <i>Scapegoating in families: Intergenerational patterns of physical and emotional abuse</i></p> <p>African American sibling relationships. In M. McGoldrick (Ed.)</p> <p>Wright, F. (2000). The use of the self in group leadership: A relational perspective.</p> <p>Bateman, A. &amp; Fonagy, P.(2019). Ch. 7 Group therapy for adults and adolescents. Handbook of mentalizing in mental health practice, 2<sup>nd</sup> ed., American Psychiatric Association Publishing.</p>
<p><b>Dec. 7 2<sup>nd</sup> ½ ppr due</b></p>			
<p><b>Nov. 30 &amp; Dec. 7</b></p> <p><b>Mke up &amp;</b></p>	<p>Ethics including duty to warn</p>	<p><i>Brabender, V.M. &amp; Fallon, A. (2009). Ethical hot spots of combined individual and group therapy: Applying four ethical standards.</i></p>	<p>Montgomery, A.(2013). Chapter 6 Adolescents. <i>Neurobiology essentials for therapists</i>. NY: Norton</p>

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## IX. BIBLIOGRAPHY

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