

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

<b>Course Number:</b>	SW 393R26	<b>Instructor:</b>	Patricia A. Cody, PhD, MSW
<b>Unique Number:</b>	59810	<b>Email:</b>	triciacody@austin.utexas.edu
<b>Semester:</b>	Fall 2020	<b>Office:</b>	<a href="https://utexas.zoom.us/my/patriciacody">https://utexas.zoom.us/my/patriciacody</a>
<b>Meeting</b>	Wed. via Zoom	<b>Office Phone:</b>	512-413-6405 (cell)
<b>Time/Place:</b>	5:30 - 8:30pm	<b>Office Hours:</b>	By appointment

**Theories and Methods of Group Intervention**

**I. STANDARDIZED COURSE DESCRIPTION**

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**

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 provides opportunities for both theory and skill development. Various models and theories will be presented through a combination of lectures, demonstrations of the practice interventions, discussions about skills, videos, as well as small group and experiential exercises.

### IV. REQUIRED TEXT AND MATERIALS

***Required:***

Corey, G. (2016). *Theory and Practice of Group Counseling*. (9th ed.) Boston, MA: Cengage Learning.

***Recommended:***

Yalom, Irvin, D. & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy* (5th ed.). New York: Basic Books.

### V. COURSE REQUIREMENTS

Assignment	Points
<p><i>Reflection papers (3 @ 10 points each)</i></p> <p>Three reflections papers (10 points each) are due throughout the semester. Each paper should be related to a topic that is covered in class and should be 2-3 pages. The approach of the paper can be decided by each student for each paper but should be more than simply a recounting of the material covered in class and the readings. Each reflection paper should demonstrate a deeper level of thinking and consideration about the topic of the reflection paper. Students should think about how the topic relates to the larger field, how the topic relates to their personal goals, how the topic impacts them personally, the deeper meanings of the topic, professional critique and/or how it connects to their professional goals.</p>	30 points
<p><i>Discussions on Canvas (5 @ 5 points each)</i></p>	25 points

There will be 5 discussion topics (written material or videos) posted on Canvas in the “Discussion” section through the semester. Students are expected to read or view the discussion topic and post comments, questions, or reactions to the topic. Some guiding questions will be provided in the discussion post. Students should participate in each discussion and engage with each other through comments, questions, etc.	
<i>Small group participation</i> Small group assignments will be made during the first few weeks. The group will work together throughout the semester to understand and practice the skills and knowledge learned throughout the semester.	10 points
<i>Small group paper</i> Students will work independently to write about their experience in the small group. Additional guidance for this paper will be provided in Canvas.	25 points
<i>Class participation and engagement</i> Students are expected to be engaged in the material throughout the semester and reach out to the instructor for additional support if it is needed.	10 points

## 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

Weekly sessions will be held on Canvas for students who can and wish to attend a synchronous class. These sessions will be a combination of lecture and discussion. They are highly recommended but attendance is not mandatory. Power point presentations will be available for each session on Canvas. While attending Zoom sessions, please utilize your webcam if possible. Web cam will be needed for the small group participation throughout class. If you do not have access to a webcam, please check in with the Instructor so that accommodations can be made.

Discussion posts will be used to generate engagement around topics related to the content being covered in that part of class. Students are expected to participate through the use of comments and likes under each discussion post.

The Instructor will be available for meetings and discussion on an individual or small group basis. Please reach out via email or text to schedule a time, evenings and weekend times are available as well.

Assignments are considered late if they are submitted after the date and time that is posted in Canvas and grade deductions will be taken. Exceptions will be made if they are arranged in advanced.

## 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.

**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](#).

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
8/26	Introduction to class Via Zoom		Syllabus
9/2	Introduction to Group Work Discussion #1 post on Canvas		Corey, Ch. 1 & 2 Yalom & Leszcz, Ch.1 & 2
9/9	Small Group Assignments		
9/16	Ethical and Professional Issues in Group Work	<i>Reflection Paper #1 due. Submit on Canvas</i>	Corey, Ch. 3 Yalom & Leszcz, Ch.5, 6 & 7
9/23	Stages in Group Development Discussion #2 post on Canvas		Corey, Ch. 4 & 5 Yalom & Leszcz, Ch. 8 & 9
9/30	Theoretical Approaches: Psychoanalytic & Adlerian		Corey, Ch. 6 & 7 Yalom & Leszcz, Ch. 10 & 11
10/7	Theoretical Approaches: Psychodynamic & Existential Discussion #3 post on Canvas		Corey, Ch. 8 & 9 Yalom & Leszcz, Ch. 12
10/14	Small Group Work	<i>Reflection Paper #2 due. Submit on Canvas</i>	
10/21	Theoretical Approaches: Person-Centered & Gestalt		Corey, Ch. 10 & 11 Yalom & Leszcz, Ch. 13
10/28	Theoretical Approaches: Transactional & Cognitive Behavioral		Corey, Ch. 12 & 13 Yalom & Leszcz, Ch. 14

	Discussion #4 post on Canvas		
11/4	Theoretical Approach: Rational Emotive & Choice/Reality Therapy	<i>Reflection Paper #3 due. Submit on Canvas</i>	Corey, Ch. 14, 15 Yalom & Leszcz, Ch. 15
11/11	Small Group Work		
11/18	Theoretical Approach: Solution Focused Brief Therapy  Discussion #5 post on Canvas		Corey, Ch. 16 Yalom & Leszcz, Ch. 16
11/25			
12/2	Integration  Last Class Day	<i>Small Group Paper due. Submit on Canvas</i>	Corey, Ch. 17, 18

## X. BIBLIOGRAPHY

Corey, G. (2016). *Theory and Practice of Group Counseling*. (9th ed.) Boston, MA: Cengage Learning.

Yalom, Irvin, D. & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy* (5th ed.). New York: Basic Books.