

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

|                      |                     |                     |  |
|----------------------|---------------------|---------------------|--|
| <b>Course No.</b>    | 393R26              | <b>Instructor</b>   | Margaret Hill, LCSW                                |
| <b>Unique No.</b>    | 60075               | <b>Email</b>        | margaret.hill@austin.utexas.edu                    |
| <b>Semester</b>      | Fall 2019           | <b>Phone</b>        | 512.964.2595<br>7 days a week, 8 am - 10 pm please |
| <b>Meeting Time</b>  | Mondays, 8:30-11:15 | <b>Office</b>       | SSW 3.104a (Adjunct office)                        |
| <b>Meeting Place</b> | SSW 2.132           | <b>Office Hours</b> | After class and 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**

At the end of this course 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/spirituality, 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 development of both theoretical understanding and clinical skills. Learning takes place through a combination of readings, lectures, videos, small group exercises, demonstrations, case studies, role playing, guest speakers, and in-class discussions. Experiences and exercises to promote self awareness and skill building will be emphasized. The class is organized as a skill laboratory using small group context and role play to provide opportunities for you to develop group leadership and membership skills.

Each of you is expected to contribute as appropriate. For a meaningful experiences in this class, you must actively participate, take risks, stretch your creativity and critical thinking skills, attend class regularly, and complete assigned readings before class. You are encouraged to provide feedback to me and meet individually as needed to enhance your learning.

I cannot emphasize this enough: *All in-class discussions related to personal information including identity, values, beliefs, and life experiences must be kept confidential.*

### **IV. REQUIRED TEXT AND MATERIALS**

Required Text:

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

Additional readings will be assigned throughout the semester. These are accessible in Canvas, either under the Files menu or as links to UT library resources.

## V. COURSE REQUIREMENTS

The grade for this course will be based on your ability to demonstrate knowledge and skills related to group intervention, as well as your degree of *active* involvement in learning through informed discussion, participation in experiential exercises, and so on.

### *Reading Responses*

**Due date: varies (see schedule)**

**20 points**

You will complete a short reading response, consisting of answers to a set of questions related to the assigned readings and/or commenting on others' responses. The responses will be one hundred words at a minimum and will be posted to an electronic discussion board through Canvas. You may complete all nine reading responses, in which case only the highest eight grades will be counted.

### *Midterm Exam*

**Due: Oct. 28 (handed out Oct. 21)**

**20 points**

You will prepare answers to a midterm take-home exam and submit them through Canvas. This is an individual assignment and you may not consult your classmates or any other individuals. You are welcome to use notes, books, articles, Canvas files, and any sources other than persons. The exam will consist of short answer and essay questions. The exam will be based on all of the material up to the date of the exam, and no make up exams will be given.

### *Small Group Work (ungraded)*

You will create a small experiential group and participate in multiple meetings in class throughout 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 processes, professional use of self, and professional self-care. You will meet initially to establish the topic and logistics of the group. Students will alternate in roles, with each student taking on the role of group leader for at least one scheduled session. Group meetings will not be graded. However, your group will conduct a planned group meeting in front of the class and you will write a response paper based on your group experiences.

At all times, you must adhere to social work values and ethics, including maintaining the confidentiality of group members. I encourage you to engage in this learning exercise with positive expectations for yourself and the group. As you are learning, I am not expecting the groups to be facilitated by a seasoned therapist, but rather that you immerse yourself in active learning while experiencing group stages and processes. I want you to feel comfortable exploring this type of group setting without worries or fears of being evaluated or observed in the moment.

You and your group members are expected to resolve challenges within the group context. I am willing to serve as a consultant if needed. Group work may raise emotional issues. We all have the ethical responsibility to see that the class and group environment is respectful and confidential.

### ***Group Role Play***

**Due: Dec. 2 or Dec. 9**

**20 points**

Each group will present one treatment session of approximately 50 minutes in front of the class. The role plays will demonstrate techniques appropriate to the theoretical framework, population, and developmental stage of the group, as well as adhere to social work values and ethics. Following the presentation, group members will facilitate an interactive session with the class regarding their theoretical framework and its application.

### ***Individual/Pair Learning Paper***

**Due: Dec. 9**

**30 points**

Individually, you will prepare a research and reflection paper about your group experience. You may collaborate with a partner from your small group, but each must submit their own paper. The paper will include several sections, including (1) descriptive information about the group composition and the chosen theory, (2) reflection on group processes, group leadership experiences, and challenges, (3) description in detail of at least one specific “shining star” or “learning opportunity” moment, (4) research on one of the challenges mentioned in (2) above including at least 3 to 5 scholarly references, and (5) discussion of how you might use learning from this class in your current or future practice. APA style is required. Minimum length of the entire paper is 10 double-spaced pages of text, not including cover page and references. The research section should be at least 2 double-spaced pages.

### ***Class Attendance and Participation***

**Due: throughout**

**10 points**

Regular attendance and participation in class activities and discussion is important for your learning. If you have any circumstances that prevent attendance or participation, please inform the instructor as soon as possible. You are allowed one unexcused absence without penalty. Each additional unexcused absence will incur a one-point grade penalty.

### Course Grading Criteria

|   |            |
|---|------------|
| Reading Responses (seven in all, 3 points each) | 21         |
| Midterm Exam                                    | 20         |
| Group Presentation                              | 20         |
| Individual/Pair Paper                           | 30         |
| <u>Participation and Attendance</u>             | <u>9</u>   |
| <u>TOTAL</u>                                    | <u>100</u> |

## VI. Grades

### Grading Scale

|                |    |                |    |                |    |
|----------------|----|----------------|----|----------------|----|
| 94.0 and above | A  | 80.0 to 83.999 | B- | 67.0 to 69.999 | D+ |
| 90.0 to 93.999 | A- | 77.0 to 79.999 | C+ | 64.0 to 66.999 | D  |
| 87.0 to 89.999 | B+ | 74.0 to 76.999 | C  | 60.0 to 63.999 | D- |
| 84.0 to 86.999 | B  | 70.0 to 73.999 | C- | Below 60.0     | F  |

Please note you will *not* earn credit for an MSSW course if your final grade falls below a C. You must earn a C or above for credit to be given for the course. Also, MSSW students must maintain an overall B average.

## VII. CLASS POLICIES

- Students are responsible for any material missed during absences.
- Due dates are at 11:59 pm on the day assigned. Late assignments will incur a grade penalty of 10% of the possible points for each 24-hour-period the work is late, except for Reading Responses, which lose 1 point for being up to one week late. Exceptions are made only in the case of extreme emergencies and then only with the permission of the instructor. If an anticipated conflict exists, students must discuss and negotiate another due date well in advance.
- Feedback about the course is welcome and the course is viewed as a joint effort between students and the instructor. This is your class. Make the most of it!
- The online Canvas system will be extensively used in this class. It is your responsibility to obtain access to Canvas and to check regularly for materials. If you have any difficulties, please let the instructor know immediately.
- The instructor has the right to make changes, additions, and deletions to the course syllabus and schedule, and will give appropriate advance notice to the students when such changes are made.

## VIII. UNIVERSITY POLICIES

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (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: <https://studentaffairs.utexas.edu/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal 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 and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

This course schedule is a draft only. Please do not rely on this information. Instead, see the most recent version on Canvas.

### Course Schedule, Groups Class, Fall 2019

| Date    | Topics  | In Class   | Readings   | Assignments  |
|---------|---|--|--|--|
| Sep. 9  | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Outline of the Course</li> <li>• Self-Care</li> </ul>                             | <ul style="list-style-type: none"> <li>• Syllabus &amp; schedule overview</li> </ul> |  |  |
| Sep. 16 | <ul style="list-style-type: none"> <li>• Confidentiality and Ethics in Group Work</li> <li>• Group Leadership</li> <li>• Group Formation</li> </ul> | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                    | <ul style="list-style-type: none"> <li>• Syllabus &amp; schedule</li> <li>• <a href="#">IASWG Standards for Social Work Practice with Groups</a></li> <li>• Corey, chapter 2</li> <li>• Brabender, 2010</li> </ul> | <ul style="list-style-type: none"> <li>• Response 1. Turn these in on Canvas.</li> </ul> |
| Sep. 23 | <ul style="list-style-type: none"> <li>• Theories of Group Intervention</li> </ul>  | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                    | <ul style="list-style-type: none"> <li>• Corey, chapters 10, 13, &amp; 16</li> </ul>   | <ul style="list-style-type: none"> <li>• Response 2</li> </ul>                           |
| Sep. 30 | <ul style="list-style-type: none"> <li>• Group Processes</li> <li>• Group Stages</li> </ul>   | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                    | <ul style="list-style-type: none"> <li>• Yalom, chapters 5, 8, 9, &amp; 11</li> </ul>  | <ul style="list-style-type: none"> <li>• Response 3</li> </ul>                           |
| Oct. 7  | <ul style="list-style-type: none"> <li>• Types of Groups</li> <li>• Specialized Groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                    | <ul style="list-style-type: none"> <li>• Garvin, et al., chapters 9, 10, &amp; 14</li> <li>• Drum &amp; Knott, 2009</li> </ul>   | <ul style="list-style-type: none"> <li>• Response 4</li> </ul>                           |
| Oct. 14 | <ul style="list-style-type: none"> <li>• Therapeutic Factors of Groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                    | <ul style="list-style-type: none"> <li>• Yalom, chapters 1, 2, &amp; 3</li> </ul>  | <ul style="list-style-type: none"> <li>• Response 5</li> </ul>                           |

|  |   |  |  |  |
|--|---|--|--|--|
| Oct. 21  | <ul style="list-style-type: none"> <li>• More Therapeutic Factors</li> <li>• Group Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Midterm assigned</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Yalom, chapters 6 &amp; 7</li> </ul>  | <ul style="list-style-type: none"> <li>• Response 6</li> </ul>   |
| Oct. 28  | <ul style="list-style-type: none"> <li>• Group Work with Diverse Populations</li> </ul>             | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Tervalon &amp; Murray-García, 1998</li> <li>• <a href="#">NASW Standards for Cultural Competence</a></li> </ul> | <ul style="list-style-type: none"> <li>• Midterm Due</li> </ul>  |
| <b>AFTER THIS POINT IN THE SEMESTER, TOPICS AND READINGS ARE SOMEWHAT FLUID.</b> |   |  |  |  |
| Nov. 4   | <ul style="list-style-type: none"> <li>• Group Work with Diverse Ages</li> </ul>                    | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                                    | <ul style="list-style-type: none"> <li>• ??</li> </ul>   | <ul style="list-style-type: none"> <li>• Response 7</li> </ul>   |
| Nov. 11  | <ul style="list-style-type: none"> <li>• Group Work with Problem Clients</li> </ul>                 | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Yalom, chapter 13</li> </ul>  | <ul style="list-style-type: none"> <li>• Response 8</li> </ul>   |
| Nov. 18  | <ul style="list-style-type: none"> <li>• Group Stages, Revisited</li> </ul>                         | <ul style="list-style-type: none"> <li>• Group meeting</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Yalom, chapter 12</li> </ul>  | <ul style="list-style-type: none"> <li>• Response 9</li> </ul>   |
| Nov. 25  | <ul style="list-style-type: none"> <li>• No class today. Have a good Thanksgiving!</li> </ul>       |  |  |  |
| Dec. 2   | <ul style="list-style-type: none"> <li>• Group Therapy Approaches Demonstrated</li> </ul>           | <ul style="list-style-type: none"> <li>• Group Presentations</li> </ul>                              |  | <ul style="list-style-type: none"> <li>• Group Presentations</li> </ul>                                      |
| Dec. 9   | <ul style="list-style-type: none"> <li>• Group Therapy Approaches Demonstrated</li> </ul>           | <ul style="list-style-type: none"> <li>• Group Presentations</li> <li>• Course Evaluation</li> </ul> |  | <ul style="list-style-type: none"> <li>• <u>Group Presentations</u></li> <li>• <u>Group Paper</u></li> </ul> |
|  | <ul style="list-style-type: none"> <li>• No final exam. Enjoy your Winter Break!</li> </ul>         |  |  |  |

## X. BIBLIOGRAPHY

### **Required books, chapters, and articles.**

- Brabender, V. (2010). The developmental path to expertise in group psychotherapy. *Journal of Contemporary Psychotherapy, 40*, 163–173.
- Corey, G. (2016). *Theory and practice of group counseling* (9<sup>th</sup> ed.). Belmont, CA.: Brooks/Cole-Thomson Learning.
- Drum, D. J., & Knott, J. E. (2009). Theme groups at thirty. *International Journal of Group Psychotherapy, 59*, 491–510.
- Garvin, C. D., Gutiérrez, L. M., & Galinsky, M. J. (Eds.). (2017). *Handbook of social work with groups* (2<sup>nd</sup> ed.). New York: Guilford Press.
- IASWG Standards for Social Work Practice with Groups, at [www.iaswg.org/assets/docs/Resources/2015\\_IASWG\\_STANDARDS\\_FOR\\_SOCIAL\\_WORK\\_PRACTICE\\_WITH\\_GROUPS.pdf](http://www.iaswg.org/assets/docs/Resources/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf)
- NASW Standards for Cultural Competence, at [www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0](http://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0)
- Tervalon, M., & Murray-García, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved, 9*, 117-125.
- Yalom, I.D. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.

### **Recommended reading for your further education about group therapy.**

- Anderson, J. (1997) *Social work with groups: A process model*. New York: Longman.
- Barlow, C., Blythe, J., & Edmonds, M. (1999). *A handbook of interactive exercises for groups*. Boston, MA: Allyn and Bacon.
- Barsky, A. (2007). *Conflict resolution for the helping professions* (2nd ed.). Belmont, CA: Thomson-Brooks/Cole.
- Carroll, M., & Wiggins, J. (2001). *Elements of group counseling: Back to the basics* (3rd ed.). Denver, CO: Love Publishing Co.
- Chen, M., & Ryback, C. (2004). *Group leadership skills: Interpersonal process in group counseling and therapy*. Belmont, CA: Brooks/Cole-Thomson Learning.

- Corcoran, J. (2009). *Groups in social work: A workbook*. Boston, MA: Pearson/Allyn and Bacon.
- Corey, G., Corey, M., Callanan, P., & Russell, J. (2004). *Group techniques* (3rd ed.). Pacific Grove, CA: Brooks/Cole-Thomson.
- Corey, M., Corey, G., & Corey, C. (2010). *Groups: Process and practice* (8th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Dossick, J., & Shea, E. (1988). *Creative therapy: 52 exercises for groups*. Sarasota, FL: Professional Resource Exchange.
- Dossick, J., & Shea, E. (1990). *Creative therapy II: 52 more exercises for groups*. Sarasota, FL: Professional Resource Exchange.
- Dossick, J., & Shea, E. (1995). *Creative therapy III: 52 more exercises for groups*. Sarasota, FL: Professional Resource Exchange.
- Epross, P., & Greif, G. (2009). *Group process and group work techniques. Social workers' desk reference*. Roberts, A. (ed). 679-685. New York: Oxford University Press.
- Erich, S., & Kanenberg, H. (2011). *Skills for group practice: Responding to diversity*. Boston, MA: Allyn and Bacon.
- Fehr, S. S. (ed.). (2017). *101 interventions in group therapy* (2<sup>nd</sup> ed.). New York: Routledge.
- Garfield, C., Spring, C. & Cahill, S. (1998). *Wisdom circles: A guide to self discovery and community building in small groups*. New York: Hyperion.
- Gitterman, A., & Shulman, L. (Eds.) (2005). *Mutual aid groups, vulnerable populations and the life cycle*. New York: Columbia University Press.
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### **Helpful Websites.**

- American Group Psychotherapy Association, at [www.agpa.org](http://www.agpa.org)
- Austin Group Psychotherapy Association, at [www.austingroups.org](http://www.austingroups.org)
- International Association for the Advancement of Social Work with Groups, at [www.iaswg.org](http://www.iaswg.org)
- Association for Specialists in Group Work, at [www.asgw.org](http://www.asgw.org)
- UT Counseling and Mental Health Center, at [cmhc.utexas.edu/groups.html#schedule](http://cmhc.utexas.edu/groups.html#schedule)

AASWG Standards for Social Work Practice with Group, at  
[www.aaswg.org/files/AASWG\\_Standards\\_for\\_Social\\_Work\\_Practice\\_with\\_Groups.pdf](http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf)