

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

Course Number: 393R-26  
Unique Number: 60080  
Semester: Fall 2019  
Meeting Time: Tuesday  
8:30-11:30  
Meeting Place: SSW 2.112

Professor: Laura Swann, MEd., LCDC, EMDR, CDWF  
Email: laurajswann@utexas.edu  
Phone: 512-775-4210  
Office Number: 3.104A  
Office Hours: Before/after class and  
by appointment

**Theories and Methods of Group Intervention**

**I. 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. Course Objectives**

Upon completion 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/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 teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, videos, in-class group activities, and self-reflection. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. Experiential learning and exercises to promote self awareness in relation to group process will be emphasized. The class will be organized as a skill laboratory utilizing small group context and role play to provide opportunities for students to develop group leadership and membership skills. The professor will model group work principles and skills in the leadership of the class. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

### **IV. Required and Recommended Texts and Materials**

#### Required Text:

There are two required text for the class and a number of additional readings.

Corey, G. (2016). *Theory and Practice of Group Counseling*. (10<sup>th</sup> ed.) Boston, MA: Cengage Learning.

Yalom, I. D. (2005). *The Theory and Practice of Group Psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.

Additional Readings:

required weekly readings and handouts will be posted on Canvas.

Students are expected to review:

NASW Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

Texas State Board of Social Work Examiners Code of Conduct

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

NASW Standards and Indicators for Cultural Competence

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

AASWG Standards for Social Work Practice with Groups

[http://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)

## **V. Course Requirements**

### **1. Diversity Paper and Discussion – 15% of Grade**

Paper - Students will choose one multicultural population (i.e. consider age, race, gender, socioeconomic status, ability, sexual orientation, religion, etc.) and research what group considerations are important to be aware of when facilitating groups with this particular population. After looking into the research, students will complete a 2-3-page paper discussing the findings. **The paper must adhere to *APA guidelines*.** It should also be *carefully edited* for organization, spelling, grammar, punctuation, and clarity of thought. At least three peer reviewed articles must be included, this does not include the required textbook. **Due: October 22<sup>nd</sup>.**

Class Discussion - On October 22 students will break into four groups and have the opportunity to share their findings and discuss the various topics.

### **2. Take Home Midterm Exam – 25% of Grade**

On October 22<sup>nd</sup> students will be given the take home midterm exam. Complete and bring back to class to turn in on Tuesday November 5<sup>th</sup>. Answers are to be typed, double spaced and numbered in the chronological format of the exam. Please have a hard copy ready to be turned in at 8:30am. **Due: November 5<sup>th</sup>.**

### **3. Class Participation – 20% of Grade**

Class participation will include attendance, punctuality, preparedness for class, participation in group experience sessions, *informed* class discussion, brief assignments that may be given, and the extent to which you take part in the question and discussion class time. Each student will be given a class participation form the first day of class for review (located at the end of the syllabus). Students will fill this out and turn it in on the last day of class. If you fail to turn in the form you will receive 0 points in this area. **Due: December 3<sup>rd</sup>.**

#### **4. Small Group Participation – not graded**

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 students will participate in a pre-group meeting during class to develop the 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. 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.

***This assignment will not be graded.*** This assignment is designed to be a learning experience, I am not expecting the groups to be facilitated by a seasoned therapist, 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 or observed in the moment.

***Important Note.*** It is best if Small groups resolve challenges within their group context. The professor is willing to serve as a consultant if group members need support. Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.

#### **5. Weekly Small Group Reflection Papers – 10% of Grade**

After each small group meeting students will reflect and make notes of the group. Over the semester students will type a total of 5 reflection papers to be turned in at different times during the semester. The paper will be no more than one and a half pages. Students will write from a first-person perspective and no references are required. The paper should be typed, double spaced, *carefully edited* for organization, spelling, grammar, punctuation, and clarity of thought. APA format is not required. The turning in of papers must be spaced out! Students will NOT be able to turn in more than one paper per class or papers over 3 consecutive weeks.

The first paragraph will reflect what you are learning in the group, about yourself personally and professionally, about group development and any additional learning that comes up. The second paragraph will reflect the overall health/status of the group, including challenges, successes and questions that you have. Students will reflect on both their personal and professional learning about their experience. Please do not include names of group members or specific things that have been shared in the group. Each student will turn in 5 weekly reflection papers. **Due: Anytime during the semester, one per class meeting, without 3 consecutive papers in a row.**

#### **6. Small Group Reflection Paper – 30% of Grade**

After completing your Small Group over the semester, you will write a research and reflection paper regarding your experience. The paper will include three sections;

Section One – General information regarding the group – this will include group composition, including the topic that your group chooses to process for the semester, the theories and techniques that were included, the diversity of the group and how it impacted the group, the size, etc.

Section Two – Reflection regarding the group over a semester – You may use portions of your reflection papers in this section. Make sure to include information regarding the week that you facilitated the group. Also, include one challenge that you had or observed in the group that you would like to learn more about. This will be the area that you complete the research portion (section 3) of your paper.

Section Three- Research – Using the area that you identified and discussed as a challenge in section 2 of your paper, research this topic. Use 3-5 peer reviewed references, no later than 2008 (only one can be web-based). You may also integrate information that you learned in the classroom, the readings and your books. Be sure to discuss in your conclusion how you will use this information in your practice.

**Sections one and three of the paper must adhere to *APA guidelines*. Section 2 *APA format is not required*.** In this section, it is permissible to write from a first-person perspective and no references are required. All sections of the paper should also be *carefully edited* for organization, spelling, grammar, punctuation, and clarity of thought. The overall length of the paper is 6-8 pages, with the research section being at least 2 ½ - 3 pages. **Due: December 3<sup>rd</sup>.**

### **Course Requirements**

Diversity Paper	15%
Midterm Exam	25%
Participation	20%
Weekly Small Group Reflection Papers	10%
Small Group Reflection Paper	30%
<b>Total</b>	<b>100%</b>

## **VII. Class Policies**

### **Attendance and Participation**

Attendance and participation for the full class is expected for all students. Repeated late arrivals to class is inconsiderate to the class as a whole and may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self- awareness. This form of learning cannot be "made up" once missed. Students are to notify the professor prior to class at the given phone number or by email if they cannot attend class due to an illness or emergency. In addition, the professor reserves the right to add or deduct up to 5 points to students' final point total based on the overall quality of their classroom participation during the semester.

### **Papers**

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization and formatting, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

### **Turning Assignments in and Late Assignments**

Assignments are due on the date indicated on the syllabus. Assignments are to be turned in on hard copy, please no front and back printing. Assignments via email and/or Canvas will not be accepted without approval from the instructor. Unless it is an extreme emergency, late assignments will not be taken without penalty. Five points will be deducted each day the assignment is late.

## **VIII. University Policies**

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

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

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

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and

critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

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

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations

no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability/>.

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

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

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

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

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

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

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

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

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

#### **GRADING SCALE**

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

## IX. Course Schedule

<i>Date</i>	<b>Description</b>	<b>Text/Readings</b>
Sept 3	<p>Welcome to Group Work!</p> <p>Opening Activity</p> <p>Overview &amp; Introduction</p> <p>Discussion of Small Groups - selection --Sign-up sheet</p>	<p>Introductions</p> <p>Stickies/permission slips</p> <p>Syllabus &amp; Rubrics</p> <p>Bibliography - #6 Helpful Websites Standards for SW Group Practice Corey – Chapter 3</p> <p><b>Complete <i>Attitude Questionnaire</i> Corey – pages 55 – 57. For next class.</b></p>
Sept 10	<p>The importance of support</p> <ul style="list-style-type: none"> <li>• Equation activity</li> </ul> <p>Small Group logistics</p> <p>Review; Standards for SWGP Ethical and Legal Issues</p> <p>Discuss <i>Attitude Questionnaire</i></p>	<p>#6 Helpful Websites Standards for SW Group Practice Corey – Chapter 3</p>
Sept 17	<p>The Group Counselor &amp; Types of groups</p> <p>Group Therapeutic Factors</p> <p>Group as a microcosm</p> <p>Group Composition</p>	<p>Corey - Chapter 1 &amp; 2</p> <p>Yalom – Chapters 1-4</p> <p>Yalom – pages 41-44 (Nancy’s story)</p> <p>Corey – Chapter 5 &amp; Yalom – Chapters 8 &amp; 9.</p>
Sept 24	October 1- Project Work TBA in class	
Oct 1	<p>What happens in a group – activity</p> <p>Mock – Initial stage of group</p> <p>Small Group work (0)</p>	<p>Stages: Corey 6, 7, 8 &amp; 9 and Yalom 11 &amp; 12</p>

Oct 1	Stages of Group Development <ul style="list-style-type: none"> <li>• Initial Stage</li> <li>• Transition Stage</li> </ul> Small Group work (1)	Corey – Chapters 6 & 7
Oct 8	Stages of Group Development (cont.) <ul style="list-style-type: none"> <li>• Transition Stage</li> <li>• Working Stage</li> <li>• Final Stage</li> </ul> Small Group work (2)	Corey – Chapters 7, 8 & 9
Oct 15	Shame and being a group leader  Small Group work (3)	Video & Discussion
Oct 22	Diversity project discussion  Small Group work (4)	<b>DUE: Diversity Paper</b>  Take home mid-term exam passed out
Oct 29	Guest Speaker – Diversity in Groups  Small Group work (5)	Alan Lambert LCSW, CGP
Nov 5	Working in the here and now  Small Group work (6)	Yalom – Chapter 6  <b>DUE: take home exam!</b>
Nov 12	Guest Speaker - Working with DBT in the group setting  Small Group work (7)	Penny Kruger LCSW
Nov 19	Guest Speaker – working with adolescents  Small Group work (8)	Julie McElrath – LMSW, LCDC I
Nov 26	Diversity and working with the difficult group member discussion  Small Group work (9) termination	Corey – pages 12-25 & Yalom Bibliography – 1. Erich; 2. Greif 3. Barsky
Dec 3	Open date for discussion, group practice & cultural competencies AND Food  Wrapping up & Evaluations	<b>Final Paper due</b> Corey - pages 12-25  <b>Participation Form due</b>

## **X. Bibliography**

- 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: Allyn and Bacon.
- Barsky, A. (2007). *Conflict resolution for the helping professions* (2<sup>nd</sup> ed.) Belmont, CA: Thomson-Brooks/Cole.
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- Corey, M., Corey, G, & Corey, C. (2010). *Groups: Process and practice* (8<sup>th</sup> ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Dossick, J. & Shea, E. (1988). *Creative therapy: 52 exercises for groups*. Sarasota, Florida: Professional Resource Exchange.
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- life cycle*. New York, NY: Columbia University Press.
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Zastrow, C. (2012). *Social Work with groups: A comprehensive work text*. Belmont, CA: Brooks/Cole Publishing Co.

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### **Helpful Websites**

1. [www.agpa.org](http://www.agpa.org)

American Group Psychotherapy Association

2. [www.austingroups.org](http://www.austingroups.org)

Austin Group Psychotherapy Association

3. <http://www.aaswg.org>

International Association for the Advancement of Social Work with Groups

4. [www.austinaa.org](http://www.austinaa.org)

Local AA site with meetings schedule

5. <https://cmhc.utexas.edu/groups.html#schedule>

UT Counseling and Mental Health Center

6. AASWG Standards for Social Work Practice with Groups

[http://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)

