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

Course number: SW n393R26	**Instructor:** Mary Beer, LCSW-S Clinical Assistant Professor (She/Her)
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Semester: Summer 2022	**Cell phone:** 512-529-0313
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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. This is a required course for MSSW students in the Clinical Concentration. It is a specialized group methods course which builds on the Practice I and II courses and Field Practicum I and II.

II. STANDARDIZED 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 class will be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, small group discussions, role-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon students' field instruction will be emphasized. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. 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. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Students with disabilities are expected to inform the instructor so appropriate academic accommodations may be planned. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities in the Office of the Dean of Students at 471-6259 (voice) or 471-

4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IV. REQUIRED TEXTS AND MATERIALS

Required Text:

Corey, G. (2018). *Groups Process and Practice.* (10th ed.) Boston, MA: Cengage Learning.

Additional 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

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

All required readings listed on the class schedule that are not found in the required texts will be available on Canvas. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor, generally by email.

V. COURSE REQUIREMENTS

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below.

Participation and Preparedness (50 points)   **Bring to each class**

It is important to attend class on time, remain for the entire class, and be actively and

meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate-level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for increasing self-awareness, cultural humility, and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and **contributions** to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be the possibility of in-class activities throughout the semester that will gauge your preparedness for class.

Students are expected to communicate with the professor about absences or late arrivals/early departures. Please text if you are running late to class. More than two absences and/or a pattern of late arrivals or early departures may result in disciplinary action. If a student is concerned about their participation grade, they should arrange to meet with the professor to discuss their grade before the end of the semester. All electronic devices, including laptops, must be put away and silenced during class unless their use is explicitly requested by the professor for a class activity.

Points will be deducted as follows:

First absence	No deduction with timely email (Five points without email)
Second absence	Five points deducted
Third absence	Ten additional points deducted

After two absences the student's final grade will be lowered by one grade (A to an A-, A- to a B+, etc.).

Quizzes (70 points)

This assignment is designed to assess completion of the textbook readings and a basic understanding of the content. The textbook content will be integrated into classroom activities. Eight quizzes will be assigned but only seven will count towards points. The lowest scoring quiz grade will be dropped. These are open-book quizzes designed to be completed while reading the chapters.

Introductory Paper (25 points)   **Due date: 6/2**

This assignment is designed to assess current knowledge and experience with group work interventions, to identify goals for semester learning not limited to but including ethics, social justice, equity and inclusion, and to evaluate time management skills. The

information collected from this assignment will guide small group compositions as well as larger classroom cohort learning goals.

Community-Based Group Observation (30 points)   Due 7/12

This assignment is designed to provide students with a community based learning experience to increase their knowledge of therapeutic group process and leadership skills. Students will attend a community support or task group and write a paper or create a PowerPoint with a brief analysis of their observations demonstrating their knowledge of group process, group leadership skills, actual or potential ethical dilemmas in groups and the important role of diverse communities or organizational context.

Group Role Play Presentation (100 points)   Due dates: 7/19-7/21

The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the creation of a group therapy session with diverse populations. Students will also have the opportunity to develop their effective task group membership and counseling skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a group session for the class.

Evaluation of Learning (25 points)   Due date: 7/26

This assignment is designed to evaluate learning goals set at the beginning of the semester. Students will consolidate their learning, knowledge, and skills as they evaluate the effectiveness of their group experiences and identify their growth in demonstrating advanced knowledge of social work values, inclusion and equity and ethical decision-making processes as they relate to group work with children, adolescents, adults, and the elderly.

Class Participation and Preparedness	50 pts
Group presentation	100 pts
Quizzes	70 pts
Community-Based Group Observation	30 pts
Introductory paper	25 pts
Evaluation of Learning	25 pts
TOTAL=	300 pts

The following graduate grading scale will be used to determine the final letter grade for the course. The student who earns an A for this course is one who, over the course of the semester, consistently submits work that exceeds expectations. Assignments will not be given letter grades individually; instead, a number of points will be awarded for each assignment, leading to the cumulative grade for the semester.

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

Attendance and participation

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. **After two absences the student's final grade will be lowered by one grade (A to an A-, A- to a B+, etc.).** Further absences may result in the student being dropped from the course. Repeated late arrivals to class 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 will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail. Students are to notify the instructor prior to class at the given office number or via email if they cannot attend class due to an illness or emergency.

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, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style of citation. Students are encouraged to consult with the SSW writing consultant. Plagiarism is a serious violation of university rules and will be dealt with according to university policy. **All papers must be turned in by the beginning of the class due date to avoid point deductions.**

Time management

All assignments are due at the beginning of class on the date and time indicated. Late

assignments will be penalized 5% of the total points per day that they are late and will only be accepted in the first week following an assignment's due date. However, students will be allowed to turn one assignment in late by one day during the semester without incurring the 5% penalty. Students must contact the professor ahead of time to request the penalty-free late submission. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency. All assignments are due at the beginning of class on the date and time indicated on Canvas.

Use of computers/cell phones in the classroom

Practice II is a practice course, and class participation is essential to successful learning. Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time unless special circumstances arise, about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

Use of Canvas in class

In this class the professor uses Canvas Web based course management system with password protected access at http://canvas.utexas.edu to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to http://www.utexas.edu/its/helpdesk/

Feedback

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.
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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the

University will expect that email communications will be received and read in a timely manner.Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

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 campus carry may be found here: https://campuscarry.utexas.edu.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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 https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-

232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

The following is a general guide to the Spring 2020 semester. In covering each topic, the class will examine issues specific to diverse populations. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class and/or by email. Please check canvas and email regularly for any updates.

Date	Topic	Assignment Due	Readings
6/2 **#1**	Course and Syllabus review		Corey Chapter 1 Canvas: CRT chapter

	Introduction to Group Work: A Multicultural Perspective Introductory paper		
6/7 **#2**	The Group Counselor Diversity and Inclusion Filter activity Regulation	Chapter 2 quiz	Corey Chapter 2 Canvas: White Supremacy Culture handout
6/9 **#3**	Values and ethics Ethical and Legal Issues in Group Counseling	Chapter 3 quiz	Corey Chapter 3 CANVAS: NASW Code of Ethics updates 2021
6/14 **#4**	Engaging Groups in Telehealth Guest speaker-Cali Keating **ZOOM CLASS**		
6/16 **#5**	Theories and Techniques of Group Counseling	Chapter 4 quiz	Corey Chapter 4
6/21 **#6**	Forming a Group Nurture Group	Chapter 5 quiz	Corey Chapter 5
6/23 **#7**	Initial Stage of a Group Ecotherapy group	Chapter 6 quiz	Corey Chapter 6

6/28 **#8**	Transition Stage of a Group Guest speaker-Delinda Spain	Chapter 7 quiz	Canvas reading Corey Chapter 7
6/30 **#9**	Working stage of a group	Chapter 8 quiz	Corey Chapter 8
7/5 **#10**	Final Stage of a Group	Chapter 9 quiz	Corey Chapter 9
7/7 **#11**	No Class-time for community group attendance/work on group presentation		
7/12 **#12**	Peer review/discussion of group observation	Community Group Observation	CANVAS: Ecotherapy
7/14 **#13**	OFF-Prep for group presentation-Final run-through.		
7/19 **#14**		Group presentations	
7/21 **#15**		Group presentations	
7/26 **#16**	Endings, Transitions, and Celebrations	Evaluation of learning paper	

X. BIBLIOGRAPHY

The reading list for this course was designed to explore issues of diversity. All readings are available through the library and/or canvas.

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