THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 333	Instructor:	Barbara Jefferson, MSSW
Unique Number:	61350	Pronouns:	she/her/hers
Semester:	Spring 2022	Email:	bdjefferson@utexas.edu
Meeting Time:	Monday/Wednesday	(see course schedule for in person and virtual meeting dates)	
	2:30-4:00pm	Office:	SSW 3.104A
Meeting Place:	SSW 2.122	Office Hours:	By appointment

SOCIAL WORK PRACTICE WITH GROUPS
Ethics Flag

I.   COURSE DESCRIPTION

This course builds extensively on content learned in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills) and focuses on the integration of theory, methods, and skills as they apply to practice with groups at the generalist level of social work. The foundation of the course is social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other relevant sets of ethical principles. In this course, you will learn skills of effective group facilitation and leadership. Group dynamics and development will also be examined as evidence-based, culturally-grounded group interventions are planned and evaluated in both task and psychosocial/support groups. Relevant theories of group practice will be explored and applied to group scenarios. This course emphasizes understanding, affirming, and respecting groups with diverse backgrounds, including, but not limited to, diversity in racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations. Prerequisites: Course credit for SW325, Foundations of Social Justice, andSW327, Human Behavior in the Social Environment with at least a C grade.

II. COURSE OBJECTIVES

Upon completion of this course, you will be able to:

1. Understand and apply basic concepts of task oriented, psychosocial and support group work.
2. Understand and demonstrate social work roles in group work, including recruiting and selecting members, relationship building, leadership, decision making, problem solving, evaluation and facilitation of conflict.
3. Apply concepts from practice theories and perspectives related to groupwork, including, but not limited to, concepts from ecological systems theory, strengths based perspective, and critical race theory, cognitive behavioral theories, existential and relationship based theories, solution focused approach, motivational interviewing, feminist theory, narrative theory, and theories with anti-racism and anti-oppressive focus with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.
4. Demonstrate an understanding of the pursuit of social, racial, and economic justice in practice with groups, including strategies to combat racism, microaggressions, discrimination, oppression, and economic deprivation.
5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist ideas and actions and suggest strategies for change when working with groups.
6. Evaluate ethical issues in groups and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation, and respect for human diversity.
7. Evaluate group ethical issues using a knowledge base of social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other ethical principles, as appropriate.
8. Select groupwork interventions and evaluations based on client needs and choice, appropriate theory, and research.
9. Develop group engagement plans, assessments and interventions using the lenses of applied evidence-based and culturally-grounded practice theories.
10. Develop group role plays and/practice scenarios that demonstrate the skills of group leadership and facilitation roles during the stages of group development, implementation, and evaluation.
11. Formulate practice scenarios that demonstrate the ability to differentially use generalist social work group skills to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities.

III. TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. 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. Other teaching methods include class

discussion, videos, discussion boards, guest speakers, lecture and assigned learning activities in the community. 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.

The class is taught using a flipped model of teaching or a form of blended learning where students learn content partially asynchronous through analyzing readings and articles, watching videos and completing exercises. Students will meet synchronously in person for the other portion of the class. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. Students will be expected to complete approximately half of the course content online and approximately half the course material in synchronous in person class. Students will need to have access to a computer with reliable internet connection to complete this course and access to Canvas.

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 will be the foundation of this class and students will be expected to critically process and reflect on what they are learning through readings, lectures, videos and learning about social work practice in the community. The goal is to support you in making your own decisions about how to proceed and then ask you to reflect on the trajectory of your experience. Did it go as you expected? What was unexpected? What did you learn? What did you learn doesn't work well?

IV.   REQUIRED TEXT AND MATERIALS

Required Text:
Corey, M. Schneider, Corey, G. and Corey, C. (2014). Groups: Process and Practice. (9th ed.). Belmont, CA.: Brooks/Cole.

Additional required weekly readings and handouts will be posted on Canvas.

Students are also expected to review:
UTSSW Standards for Social Work Education
http://www.utexas.edu/ssw/dl/files/academic-programs/other/standards-sw-education.pdf

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 in Social Work Practice
http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf

Standards for Social Work Practice with Groups

http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf
http://www.iaswg.org

NASW Policy Statement on Professional Self Care
http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf

V.   COURSE REQUIREMENTS

Students will be required to complete all the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided separately. 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. All written 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 listed below.

Course Assignments	Points	Due Date
7 Weekly Learning Reflections	350 points	see course calendar
Group Skills Self-Assessment	50 points	
Creativity Assignment	100 points	
Community Support Group Assignment	75 points	
Mystery Group Assignment	50 points	
Final Take Home Exam	150 points	
Class Participation (punctuality, attendance, discussion boards, homework and class participation)	135 points	
Total points	**910 points**	

VI.   GRADES

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

VII. CLASS POLICIES

Attendance and Participation
Attendance and participation for the full class is expected for all students. 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. Consequently 5 points will be deducted for any missed classes (loss of class participation points). Students are to notify the professor prior to class 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. Students are encouraged to consult with the Undergraduate Writing Center at http://uwc.utexas.edu or (512) 471-6222 for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Time Management
Assignments will be penalized 5 points per calendar day that they are late. Contact the professor before the assignment is due if other arrangements need to be made due to an emergency.

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 professor during class and office virtual visits.

VIII. UNIVERSITY POLICIES
All students are expected to review the Standards for Social Work Education found on the School of Social Work website. The following policies will be observed:

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.

IX. COURSE SCHEDULE

Note: Text readings are listed here but additional Canvas readings will be found in the weekly modules on Canvas. **Please be sure to check Canvas in your preparation for class.**

The course schedule will be adjusted throughout the semester to match the rate of the learning of our topics. When changes are made to the course schedule including assignments and readings, you will be informed of those changes in class and/or on Canvas.

Date	Meeting Location	Topic	Assignment Due	Readings
M 8/22	In person	Course Overview The Classroom as a Learning Laboratory		Course Syllabus
W 8/24	Virtual	Introduction to Group Work in Social Work Practice Historical Overview Types of Groups The Group Leader: Personal and		Corey Ch. 1 pp. 1-12 Corey Ch. 2 pp. 26-36 Canvas Readings: Standards for Social Work Practice with Groups

		Professional Considerations Universal Therapeutic Factors in Groups		
M 8/29	Virtual	Practice Theories and Models in Group Work		Corey Ch. 4
W 8/31	In Person	Introduction to the Experiential Group Lab (EGL) Ethical Considerations and Decision Making in Group Work		Course Assignment Guidelines Corey Ch. 3
W 9/7	In person	Group Leadership: Essential Leadership Skills	Self Assessment of Group Leadership Skills (pp. 52-56)	Corey Ch. 2 pp. 36-43
M 9/12	Virtual	Group Co-Leadership: Benefits and Challenges Eyes on Teaching		Corey Ch. 2, pp. 43-47
W 9/14	In person	Experiential Group Lab	Lab #1 Learning Reflection	Canvas Readings: NASW Code of Ethics Texas State Board of Examiners Code of Conduct
M 9/19	Virtual	Overview: Stages of Group Development Corey, Garland, Kolodny and Jones (Boston Model) Tuckman Schiller		Corey Intro Part 2 pp. 145-46 Corey Ch. 5
W 9/21	In person	Experiential Learning Lab #2 Professional Self Care – An Ethical Imperative	Learning Reflection #2	NASW Policy Statement on Professional Self Care
M 9/26	Virtual	Considerations in Planning a Group Initial Stage: Group Characteristics and		Corey Ch. 6

		Process Leader and Member Roles		
W 9/28	In person	Creative Assignment Presentations	Creative Assignment Presentations	Canvas Reading
M 10/3	Virtual	Transition Stage: Group Characteristics and Challenging		Corey Ch. 7
W 10/5	In person	Creative Assignment Presentations	Creative Assignment Presentations	Canvas Reading
M 10/10	Virtual	Dynamics Leader and Member Roles		Corey Ch. 7
W 10/12	In person	Creative Assignment Presentations	Creative Assignment Presentations	Canvas Reading
M 10/17	Virtual	Working Stage: Group Characteristics Leader and Member Roles		Corey Ch. 8 - 9
W 10/19	In person	Experiential Learning Lab #3		Canvas Reading
M 10/24	Virtual	**-No Virtual Class-**	Community Support Group Assignment **No Class to compensate for time spent attending Community Support Group**	
W 10/26	In person	Cultural Humility, Multicultural Group Work and Social Justice Global Implications for Group Work		Corey Ch. 1 pp. 12-23

M 10/31	Virtual	Creativity and the Expressive Art Therapies in Group Work		Canvas Reading
W 11/2	In person	Experiential Learning Lab #4	Learning Reflection #4	Canvas Reading
M 11/7	Virtual	Group Work Across the Life Cycle: Children		Corey Ch. 10 pp. 325-345
W 11/9	In person	Experiential Learning Lab #5	Learning Reflection #5	NASW Standards and Indicators for Cultural Competence
M 11/14	Virtual	Group Work Across the Life Cycle: Older Adults Group Work Across the Life Cycle: Adolescents		Corey Ch. 11 pp. 394-418
W 11/16	In person	Experiential Learning Lab #6	Learning Reflection #6	Corey Ch. 10, pp. 351-367
M 11/21		**-No Class-**	**Fall Break**	
W 11/23		**-No Class-**	**Fall Break**	
M 11/28	Virtual	Final Stage Termination and Evaluation	Receive Take Home Final Exam	Corey Ch. 9
W 11/30	In person	Experiential Learning Lab #7 and Class Review	Learning Reflection #7	Canvas Reading
M 12/5	Virtual	Class Review	Return Take Home Final Exam	

X. BIBLIOGRAPHY

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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* (2nded.).Belmont, CA: Thomson-Brooks/Cole.

Brondler, S. & Roman, C. (2016). *Group work: Skills and strategies for effective interventions.* New York: Routledge.

Carroll, M. & Wiggins, J. (2001). *Elements of group counseling: Back to the basics* (3rded.). Denver, CO: Love Publishing Co.

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Corcoran, J. (2009). *Groups in social work: A workbook.* Boston: Pearson/Allyn and Bacon.

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Corey, M., Corey, G, & Corey, C. (2010). *Groups: Process and practice* (8thed.). 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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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, NY: Columbia University Press.

Greif, G.& Ephross, P. (Eds.). (2005). Group work with populations at risk (2nded.). New York: Oxford University Press.

Grobman, L.M., Clements, J. (Eds.). (2013). *Riding the mutual aid bus and other adventures in group work.* Harrisburg, PA.: White Hat Communications.

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Patterson, K., Grenny, J., McMillan, R. & Switzler, A.   (2002). *Crucial conversation tools: Tools for talking when the stakes are high.* New York: McGraw Hill.

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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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Related Journals

Group Analysis: Journal of Group Analytic Psychotherapy

Group Dynamics: Theory, Research and Practice

Group Processes and Intergroup Relations

Groupwork

International Journal of Group Psychotherapy

Journal of Groups in Addiction and Recovery

Journal for Specialists in Group Work

Small Group Research: An International Journal of Theory, Investigation and Application

Social Work with Groups

Helpful Websites

www.agpa.org
American Group Psychotherapy Association

http://www.asgpp.org/index.php
American Society of Group Psychotherapy and Psychodrama

http://www.asgw.org/index.htm
Association for Specialists in Group Work

www.austingroups.org
Austin Group Psychotherapy Association

http://www.evidencebasedgroupwork.com/401.html
Evidence Based Group Work.com

http://www.iagp.com/
International Association for the Group Psychotherapy and Group Processes

http://www.aaswg.org
International Association for Social Work with Groups

www.austinaa.org
Local AA site with meetings schedule

http://www.nmha.org/go/go/find_support_group
Mental Health America

http://www.mhatexas.org/mhatexasMAIN/IRGuide4.03.pdf
Mental Health Association of Texas

http://www.apadivisions.org/division-49/index.aspx
Society of Group Psychology and Group Psychotherapy

www.cmhc.utexas.edu/g_schedule.html
UT Counseling and Mental Health Center