

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

<b>Course Number:</b>	SW 393R26	<b>Instructor:</b>	S. Colleen Arnold, LCSW-S
<b>Unique Number:</b>	61660	<b>Pronouns:</b>	she/her/hers
<b>Semester:</b>	Fall 2022	<b>Email:</b>	Colleen.Arnold@utexas.edu
<b>Meeting Time:</b>	Mondays		
	8:30am – 11:30am	<b>Office:</b>	3.104A
<b>Meeting Place:</b>	2.132	<b>Office Hours:</b>	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**

Upon completion of this course, student 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 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, guest speakers, and lecture. 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 TEXT AND MATERIALS**

Required Text:

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

Recommended Text:

Fehr, Scott Simon (2017). *101 Interventions in Group Therapy*. (2<sup>nd</sup> ed.) New York, NY: Routledge.

Yalom, I.D. (2020). *The Theory and Practice of Group Psychotherapy*. (6<sup>th</sup> ed.) New York, NY: Basic Books.

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](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.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
Class Leading of Reading Discussion	100 points	see course calendar
Group Theory Presentation	150 points	
Group Activity Assignment	150 points	
Group Proposal Draft	60 points	
Final Group Proposal Submission	200 points	
Reflection Paper	100 points	
Class Participation (punctuality, attendance, homework and class participation-10 points per class)	140 points	
<b>Total points</b>	<b>900 points</b>	

## 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, Participation, and Time Management**

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. **After two absences the student's final grade will be lowered by one grade (A to A-, A- to B+, etc.).** Students are to notify the professor prior to class by email if they cannot attend class due to an illness or emergency. Please **mute cell phones** and refrain from texting and other non-class activities during class. The **use of laptops** is approved only for this class's – related activities. The professor reserves the right to remove this approval from anyone who violates this policy. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments. Canvas will be utilized to share information of class reading assignments and any updates and/or reminders of the course schedule. Students are expected to **check Canvas regularly** to stay informed.

### **Papers and Assignments**

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.

Except in the case of extreme emergencies, **late assignments will not be accepted without penalty.** Students are expected to submit all required assignments on their due date prior to that start of class. Assignments submitted after the start of class will be considered late. If the due date is a problem, the student should contact the professor and negotiate whether another due date can be arranged well in advance.

### **Group Experience**

Group work can be an emotional experience. The professor and students have the ethical responsibility to their colleagues to ensure that the class environment is maintained as a respectful and confidential setting. Should an issue arise in the group process, the professor is willing to serve as a consultant if group members are having difficulty resolving their differences.

### **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 visits.

## **VII. 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.

## **IX. COURSE SCHEDULE**

Students' education, health, and safety are this professor's biggest concerns. This course schedule is tentative due to the ever-changing status of covid-19. If the university changes how this course is to be taught, students will be notified and adjustments and changes will be made to do all possible to keep students safe while also providing the best educational experience possible. This professor will provide course updates on Canvas regularly.

Date	Topic	Assignment Due	Readings
8/22	<b>Introduction and Overview of Course</b>		<b>Syllabus</b>
8/29	<b>Overview of Group Process</b>		<b>Corey, Ch. 1</b>
9/5	<b>Labor Day Holiday</b>	<b>- No Class -</b>	
9/12	<b>Group Leadership Skills</b>	<b>Group Leadership Skills Assessment (in-class)</b>	<b>Corey, Ch. 2</b>

<b>9/19</b>	<b>Ethical Considerations in Group Work</b>	<b>Group role-play (in-class)</b>	<b>Corey, Ch. 3</b>
<b>9/26</b>	<b>Stages of Group: Forming a group and Initial Stage</b>	<b>Group Activity Assignment (in-class)</b>	<b>Corey, Ch. 4 (pp.70-85) &amp; Group Proposal Guidelines</b>
<b>10/3</b>	<b>Stages of Group: Transition and Working Stages</b>	<b>Group Activity Assignment (in-class)</b>	<b>Corey, Ch. 4-5 (pp.85-107)</b>
<b>10/10</b>	<b>Stages of Group: Final Stage</b>	<b>Group Proposal Rough Draft due</b>	<b>Corey, Ch. 5 (pp.107-114)</b>
<b>10/17</b>	<b>Theoretical Approaches in Group Work</b>	<b>Group Theory Presentation</b>	<b>Reading TBD and will be posted in Canvas</b>
<b>10/24</b>	<b>Theoretical Approaches in Group Work</b>	<b>Group Theory Presentation</b>	<b>Reading TBD and will be posted in Canvas</b>
<b>10/31</b>	<b>Theoretical Approaches in Group Work</b>	<b>Group Theory Presentation</b>	<b>Reading TBD and will be posted in Canvas</b>
<b>11/7</b>	<b>Theoretical Approaches in Group Work</b>	<b>Group Activity Assignment (in-class)</b>	<b>Reading TBD and will be posted in Canvas</b>
<b>11/14</b>	<b>Integration and Application in Groups</b>	<b>Group Activity Assignment (in-class)</b>	<b>Corey, Ch. 17</b>
<b>11/21</b>	<b>- No Class -</b>	<b>- No Class -</b>	
<b>11/28</b>	<b>Who am I as a Group Facilitator?  Final Wrap up of Group Process</b>	<b>Reflection Paper due</b>	

<b>12/5</b>	<b>Last Day of Class: Celebrations and our own termination processing</b>	<b>Final Group Proposal due</b>	
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## X. BIBLIOGRAPHY

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