

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

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|----------------------------|--|----------------------|--|
| Course Number: | SW 393 R26 | Instructor: | Dina M. Kassler, Ph.D. |
| Unique Number: | 61675 | Email: | dinakassler@utexas.edu |
| Semester: | Fall 2022 | Office: | 3.104A |
| Meeting Time/Place: | Wednesdays 5:30-8:30 pm Room SSW 2.122 | Phone: | (512) 809-3407 |
| | | Office Hours: | By appointment only; all private meetings via Zoom |

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 – *By semester's end, 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 experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, guest speakers, discussions, videos, and experientials. The class will be organized to utilize small groups for the development of group facilitation skills, and for the integration of these skills with researched and validated group work theory. Exercises to promote self-awareness in relation to group process will be stressed in both written assignments and in class interactions. Students will be asked to engage in informed discussion of the assigned readings and to apply these readings to the experiential exercises and small group work. Teaching and learning will be collaborative and interactive.

IV. REQUIRED TEXT, RECOMMENDED TEXT, AND SUPPLEMENTAL MATERIALS

Required Text:

Corey, G. (2023). *Theory and practice of group counseling* (10th ed.). Cengage.

Recommended Text:

Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5th ed.). Basic Books.

Additional information students are expected to review:

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

Texas State Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards for Clinical Social Work in Social Work Practice

<https://www.socialworkers.org/LinkClick.aspx?fileticket=Y0g4qdefLBE%3d&portalid=0>

NASW Standards for Cultural Competence

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

AASWG Standards for Social Work Practice with Groups

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

N.B. Other required weekly readings and handouts will be posted on Canvas

V. COURSE REQUIREMENTS

1. Class Attendance and Contribution

Due to the format and content of this course, both attendance and contribution are imperative. Students are expected to be in class, or in extenuating circumstances, to notify the professor that they will be absent. Because attendance and participation are expected, a lack of these may adversely affect a student's final course grade, i.e., attendance and quality of contribution, as demonstrated by student preparation level, will determine if final course grades will be affected.

Students will be allowed **one (1) absence**. Roll will be taken at the beginning of each class period (*N.B.* Once students are known to the professor, this will not be verbal but will continue to be noted every class period). In cases where a student misses more than one class period, the professor reserves the right to lower that student's final grade by **3% points for each class missed** after the first.

2. Exams, 50% (2 @ 25%)

There will be **two exams (October 12th and November 30th)**. Each exam will be worth 25% of the total course grade (for a cumulative worth of 50% of the final grade). The exams will be based on readings, discussions, presentations, videos, experiential exercises, and lecture material (including all guest lectures). The exams may consist of multiple-choice questions, short-answers, and/or essays. Exams will cover the material indicated at the end of this syllabus; they will not be cumulative and there will be no comprehensive final exam. Please be punctual for exams! **No one will be allowed admittance to an exam once the first completed exam is submitted.**

3. Learning Reflection Writing Assignments, 20% (2 @ 10%)

There will be **two brief writing assignments** (1-2 pages, double-spaced, 1" margins, 11-12 pt font) across the semester. DO NOT think "bigger is better." Concise writing is highly preferred over a "throw it all at the wall and see what sticks" approach. It is expected that these homework assignments **will not exceed 2 pages**.

The intent of these journal-like writings is to afford the opportunity to discuss your personal and professional learning about class readings, class discussions, group membership/group leadership in general, or as membership/leadership topics relate to your experiential small group. They are designed to be reflective in nature, synthesizing the reading material with each student's unique perspective on the topics covered. The purpose is to increase students' self-awareness, sophistication in professional use of self, evaluation of one's own practice, and active engagement in professional self-care. **APA format is not required.** As such, it is permissible to write from a first-person perspective and no references are required.

Each writing assignment will be worth 10% of the total grade (for a cumulative worth of 20%) and will be graded based on the clarity of thought, depth of reflection, and overall writing (i.e., spelling, grammar, and punctuation). You will receive full credit if your submissions have met those criteria and are submitted by the due date and time. I encourage you to utilize this opportunity to evaluate and process your group experience in conjunction with the readings.

***N.B.* All assignments are to be submitted electronically through Canvas.**

These Learning Reflection Writing Assignments are **due at 5:30 pm on the dates indicated on the calendar and on Canvas**. Late assignments will be accepted with penalties assessed based on arrival time; penalties will accrue at the rate of **5 points (out of 100 pts) for each 24-hour period late** beginning immediately following the start of class time (e.g., the first homework is due September 28th at 5:30 pm; there will be a 5 pt penalty for assignments submitted from 5:31 pm that day until 5:30 pm on September 29th). ***Note that late submissions will only be accepted in the first week following an assignment's due date.***

4. Small Group Participation, Leadership, and Facilitator Report(s) (10%)

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 groups will participate in a pre-group meeting during class to develop meeting times and identify group goals, guidelines, and possible discussion themes. Group leadership should also be discussed during the pre-meeting. Students will alternate in roles, with each student taking on the role of group leader for at least one scheduled session (co-leadership is acceptable). 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.

The student therapy groups should reflect real concerns related to the everyday pressures of being a social work graduate student. Utilize issues that have importance to you but are not so personal as to cause you or your fellow group members emotional trauma. Appropriate topics might include communication with a significant other, boss, parent, or child; anxiety related to school; unexpressed emotions; unrealized goals or dreams; or lack of personal awareness. These are just a few examples. Topics to avoid include issues of past or present physical, sexual, or emotional abuse, or any other topics that might cause trauma to you or your fellow group members. If you have questions about the appropriateness of group topics, please check with your instructor. Keep in mind that there are risks inherent in any group that involves self-disclosure.

As you are learners, I am not expecting the groups to be professionally facilitated, 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 in the moment. Like the Learning Reflection Writing Assignments, you will receive full credit for participation if you attend and actively engage in each group meeting (as is the case for the course as a whole, one absence is allowed without penalty). This will be assessed by a brief “**Facilitator(s) Report**” (available and linked on Canvas under **Week #1’s assignments**) that is to be completed by the student/students who led the group each week. (*N.B. Only one is required per week regardless of the number of group leaders.*)

5. Small Group Analysis Paper (20%)

While your participation in the small experiential groups will not be evaluated per se, a post-group analysis paper will be required and graded. It is expected that this paper will include reflection on the group experience (both as a member and leader), an analysis of the group (e.g., dynamics, leadership, conflict resolution, etc.) and an integration of the readings or other research.

Your Group Analysis Paper will be due at or before 5:30 pm on **WEDNESDAY, November 16th** and **must be submitted electronically through Canvas**. It should be 3 to 4 pages in length (not including title page and references, which are both REQUIRED), **written in APA format** (*Publication Manual of the American Psychological Association – Seventh Edition*), double-spaced, with 1” margins, and in 11-12 pt font. Concise writing is expected such that these papers should not exceed 4 pages; **anything over 5 pages will result in a deduction of 5 points per excess page**. If you are unfamiliar with APA format, please see the American Psychological Association’s [basics on APA style](#) and/or [Purdue University’s OWL site](#). Students are also encouraged to consult with the SSW writing consultant for assistance. Note that plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Your analysis paper should be supported with relevant citations and referenced material and, as such, **MUST** include a reference list. You may use material from our course readings or outside referenced materials. This assignment is worth 20% of your total course grade. Late assignments will be assessed penalties at the rate of **5 points (out of 100 pts) for each calendar day late** beginning at 5:31 pm. *Note that late submissions will only be accepted in the first week following an assignment's due date.*

Your paper should include:

- Group composition, diversity or lack of such (including diversity's impact on the group), and location(s) utilized for your group meetings
- Group dynamics/interactions between members
- The degree to which your group was able to work in the here and now
- The leadership techniques and styles of the various facilitators
- An assessment of the strengths and weaknesses of the group as a whole
- How your group handled such things as conflict, differences in opinions/styles, and termination of the group
- What you would do the same/different if you were the full-time SW for this group
- Personal reactions/observations re: what the experience was like for you as a group *member* and *leader* and how this may have differed from what you expected

Small Group Analysis Paper evaluation components will include:

- Overall critical analysis, thought, clarity, and organization of the paper
- Use of specific instances from the group sessions in formulating analyses
- Correct APA format and structure, i.e., grammar, spelling, punctuation

VI. GRADES

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

VII. CLASS POLICIES

1. Social distancing from this instructor is requested. I ask that no one approach closer to me than 6 feet at any time. If you have a question that should remain private, I ask that you request an outside class Zoom meeting. It is possible we may be able to find a private location where social distancing can be maintained within SHSSW, but that is not guaranteed at this time and should not be expected.

2. Students are expected to attend class sessions (whether in person or virtually) promptly and regularly, as well as participate in an interactive framework between collegiate students and professor.
3. Group work can raise emotional issues. 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. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
4. While the intent is to be fully in-person, if this course ever meets online, the use of internet-capable devices such as laptops, desktops, tablets, and smart phones will be required. However, during the time we are together for synchronous, live classes, their use is approved only for class-related activities. Please refrain from “multitasking” during this time.
5. The use of laptops within the scheduled class time is approved only for class-related activities. The professor reserves the right to remove this approval from anyone who violates this policy.
6. Please mute cell phones and refrain from texting and other non-class activities during class.
7. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend class and demonstrate through discussion that one has comprehended the readings will be considered in assigning the final grade.
8. Except in the case of extreme emergencies, **late assignments will not be accepted without penalty**. Students are expected to electronically submit all required assignments on or before the due date and time. Assignments submitted after the specified time 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*.
9. Students are expected to both learn and demonstrate knowledge of group work intervention theories and skills. Students will demonstrate their level of applied knowledge of group work interventions and skills with discussions, exams, group participation, and written assignments.
10. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades *prior to the end of the semester*. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**
11. In this class the professor uses Canvas — a Web-based course management system with password-protected access — to distribute course materials, communicate and collaborate online, post grades, and receive submitted assignments. Canvas is used to provide access to course readings, PowerPoint presentations of lecture materials, and in-class exercises. Students can find support in using Canvas at the ITS Help Desk by calling (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m. or visiting <http://it.utexas.edu/>. Please plan accordingly.
12. Class discussions **will not be routinely recorded**. However, if any portion of a class meeting is recorded, it will be for the sole use of students in this course. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. The information regarding violations of this policy listed below in this syllabus under Section VIII (University Policies), will apply.

VIII. UNIVERSITY POLICIES

1. COVID-19 Related Information

The University's policies and practices related to the pandemic may be accessed at:
<https://protect.utexas.edu/>

2. 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.

3. 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/>.

4. 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.

5. Unanticipated Distress

Students may experience unexpected and/or 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/>.

6. 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.

7. 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, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <https://deanofstudents.utexas.edu/conduct/>.

8. 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.

9. 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.

10. 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>.

12. 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.

13. 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/>.

14. Campus Carry Policy

The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

15. 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.

16. Behavior Concerns Advice Line (BCAL)

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.

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

IX. COURSE SCHEDULE

This schedule is intended only as a guide. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester. The student is responsible for all readings whether or not the material is covered in lectures.

Notes:

- "Corey" refers to the required text.
- "Yalom" refers to the recommended text; these readings are available on Canvas. *N.B.* Yalom readings have PowerPoint files summarizing their content. **These PowerPoint files are to be considered required readings.**
- Note that some readings, including those by Yalom noted above, are preceded with "Recommended" which is an indication that these *are recommended, but not required readings.*
- This MAY NOT BE A COMPLETE LIST of readings; if/when additional readings are added, they will be posted to Canvas at least 1 week before being due.

| WEEK | DATE | DESCRIPTION/TOPIC | READINGS/ASSIGNMENTS |
|------|------|--|--|
| 1 | 8/24 | Introductions | Intro PowerPoint |
| | | Intro to and overview of the course | Syllabus |
| | | Icebreaker activity | 40 Icebreakers for small groups |
| | | Write “A Letter to Myself” | In-class activity |
| 2 | 8/31 | Evidence-based group work | Barlow et al. article |
| | | Leadership/Co-leadership | Corey, Chapter 2 One-minute co-leadership Suggestions for co-leadership |
| | | The therapeutic factors | <i>Recommended: Yalom, Chapter 1</i> Yalom Ch. 1 PowerPoint |
| | | Interpersonal learning | <i>Recommended: Yalom, Chapter 2</i> Yalom Ch. 2 PowerPoint |
| | | Pre-group meeting for small groups | Class activity |
| 3 | 9/7 | Social group work standards and ethics | Corey, Chapter 3 Gumpert & Black article Ethics PowerPoint |
| | | Group cohesiveness | <i>Recommended: Yalom, Chapter 3</i> Yalom Ch. 3 PowerPoint <i>Recommended: Burlingame, Fuhriman, & Johnson, Chapter 4</i> Burlingame, McClendon, & Alonso article Kivlighan et al. article |
| | | Small group meeting #1 | Class activity |

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| 4 | 9/14 | <i>Facilitator Report from Leader(s) of Small Group Meeting #1 Due Today</i> | |
| | | Group formation and early stages | Corey, Chapter 4 Helpful Intervention Phrases – Initial Stage Helpful Intervention Phrases – Transition Stage |
| | | Working stage of group | Corey, pp. 77-87 (i.e., the first part of Chapter 5) Helpful Intervention Phrases – Working Stage |
| | | The selection of clients | <i>Recommended: Yalom, Chapter 8 Yalom Ch. 8 PowerPoint</i> |
| | | Problem group members | <i>Recommended: Yalom, Chapter 13 Yalom Ch. 13 PowerPoint</i> |
| | | Working with conflict | Wayne & Gitterman article |
| | | Small group meeting #2 | Class activity |
| 5 | 9/21 | <i>Facilitator Report from Leader(s) of Small Group Meeting #2 Due Today</i> | |
| | | Group work with children | Malekoff article Diamond & Lev-Wiesel article <i>Recommended: Manyam & Davis article</i> Shechtman & Gluk article |
| | | Group work with adolescents | Malekoff, Chapter 2 <i>Recommended: Malekoff, Chapter 5 Recommended: Cumba-Avilés article</i> Tucker article <i>Recommended: Vidal et al. article</i> |
| | | Small group meeting #3 | Class activity |

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| 6 | 9/28 | <i>Learning Reflection Writing Assignment #1 Due Today</i> | |
| | | <i>Facilitator Report from Leader(s) of Small Group Meeting #3 Due Today</i> | |
| | | Group work with older adults | Rodio & Holmes article Wilson & Rice article <i>Recommended: Chu et al. article</i> |
| | | Mutual aid | Gitterman & Shulman, Chapter 1 <i>Recommended: Steinberg article</i> |
| | | Self-help groups | Zastrow, Chapter 8 |
| | | Mutual growth/parallel processing | Rebmann article |
| | | Small group meeting #4 | Class activity |
| 7 | 10/5 | <i>Facilitator Report from Leader(s) of Small Group Meeting #4 Due Today</i> | |
| | | <i>Jeopardy #1</i> | |
| | | Small group meeting #5 | Class activity |
| 8 | 10/12 | <i>Facilitator Report from Leader(s) of Small Group Meeting #5 Due Today</i> | |
| | | <i>EXAM #1</i> | |
| | | Small group meeting #6 | Class activity |

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| 9 | 10/19 | <i>Facilitator Report from Leader(s) of Small Group Meeting #6 Due Today</i> | |
| | | Dual diagnosis treatment groups | Topor et al. article |
| | | Groups for substance use disorders | Nyhuis et al. article Greenfield et al. article Sugarman et al. article Garte-Wolf article |
| | | Mindfulness-based groups | Riley, Smith, & Baigent article Sundquist et al. article Lander article Hinchey article Mindfulness Activities Body Scan Meditation |
| | | Small group meeting #7 | Class activity |
| 10 | 10/26 - | <i>Facilitator Report from Leader(s) of Small Group Meeting #7 Due Today</i> | |
| | | Working with at-risk and vulnerable populations | Greif & Ephross, Chapter 25 Schiller article |
| | | Considerations for group work with member of the LGBTQIA+ population | Hall, Rosado, & Chapman article Myers article |
| | | Multicultural perspective on group work and Culturally relevant group work | Toseland & Rivas, Chapter 5 Haen & Thomas article <i>Recommended: Jones article</i> <i>Recommended: Hines et al. article</i> |
| | | Small group meeting #8 | Class activity |

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| 11 | 11/2 | <i>Learning Reflection Writing Assignment #2 Due Today</i> | |
| | | <i>Facilitator Report from Leader(s) of Small Group Meeting #8 Due Today</i> | |
| | | CBT / ACT group work | Corey, Chapter 12 <i>Recommended: Nessel et al. article</i> Eilenberg, Kronstrand, Fink, & Frostholm article |
| | | Psychoeducational groups | Gitterman & Knight article |
| | | Psychoanalytic/psychodynamic approach | Nakell article Corey, Chapter 6 |
| | | Expressive and creative arts in groups | <i>Recommended: Corey, Chapter 8</i> Boldt & Paul article Goicoechea, Wagner, Yahalom, & Medina article So article Stick Figure Drawing Exercise |
| | | Small group meeting #9 | Class activity |
| 12 | 11/9 | <i>Facilitator Report from Leader(s) of Small Group Meeting #9 Due Today</i> | |
| | | Narrative group work | Lee article Scarnato article |
| | | Online group work | Leszcz & Weinberg, Chapter 14 Weinberg, Chapter 15 Vaimberg & Vaimberg, Chap. 16 Weinberg, Chapter 17 Lopez et al. article Van Dijk et al. article |
| | | Assessment/Evaluation | Zastrow, Chapter 13 |
| | | Termination of Groups | Corey, pp. 87-97 Helpful Intervention Phrases – Termination Stage Group endings PowerPoint |
| Small group meeting #10 – FINAL meeting | Class activity | | |

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| 13 | 11/16 | <i>Facilitator Report from Leader(s) of Small Group Meeting #10 Due Today</i> | |
| | | <i>Small Group Analysis Paper Due Today</i> | |
| | | Revisit “letters” from first day of class | In-class activity |
| | | <i>Jeopardy #2</i> | |
| 14 | 11/23 | <i>NO CLASS – FALL BREAK</i> | |
| 15 | 11/30 | <i>EXAM #2</i> | |

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