

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

**Course Number:** SW 393R26

**Instructor:** Sarah McCafferty, LCSW-S

**Unique Number:** 87655

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**Semester:** Summer 2024

**Office Room Number:** DMC 4.204

**Meeting Time:** Tuesday/Thursday 5:30- 8:00pm    **Office Hours:** After class or *by appointment*

**Classroom:** DMC 4.204

**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 teaching methods, with an emphasis on experiential learning and exercises designed to promote self-awareness in relation to the group process. Small groups and role-plays are designed to provide opportunities for students to develop group leadership and membership skills. Other teaching methods include class discussions, case examples, video presentations, lectures, and guest speakers.

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

Required weekly readings and handouts are posted on Canvas and will also be made available at Jenn's Copy & Binding at 2200 Guadalupe Street.

#### **Recommended Texts:**

Corey, G. (2016). *Theory and practice of group counseling* (9<sup>th</sup> ed). Boston, MA: Cengage Learning.

Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual Aid Groups, Vulnerable and Resilient Populations, and the Life Cycle* (3<sup>rd</sup> ed.). New York: Columbia University Press.

Yalom, I.D. (with Leszcz, M). (2005) *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.

Students are expected to review:

#### **NASW Code of Ethics**

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

#### **Texas State Board of Social Work Examiners Code of Conduct**

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

## NASW Standards for Cultural Competence

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

### V. Course Requirements

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

### Assignment Summary

Assignment	Percentage	Due Date
Self-Assessment of Group Leadership Skills	10%	6/13
Quizzes (3 @ 10% each)	30%	6/18, 7/18, 7/25
Take Home Mid-term Exam	25%	7/2
Facilitator Report	10%	
Small Group Experiential and Written Analysis Paper	25%	7/30

#### 1. Self-Assessment of Group Leadership Skills (10% of grade)

A self-assessment document will be passed out on 6/6/24. This is to be turned in at the following week via hard copy on 6/13/24.

#### 2. Quizzes (30% of grade or 3 @ 10% each)

There will be three quizzes given across the semester. The quizzes will be based on the assigned readings. Anyone who is not present for a quiz will receive a score of 0% on that quiz with no exceptions. **A learning reflection paper can be submitted in lieu of one quiz and is due at the beginning of class on the day of the quiz via Canvas.** This will be a brief writing assignment (1-2 pages, double-spaced, 1" margins, 11-12 pt font) that reflects your personal and professional learning about the class readings. APA format is not required and it is fine to write in first person.

#### 3. Take Home Midterm (25% of grade)

This take-home exam is designed to deepen and integrate your learning of the course content through June 27th. Questions are related to class lectures and discussions, all assigned readings on Canvas (or packet), lecture and class handouts. **The exam with 12-point font should be uploaded to Canvas in by 8pm on July 2<sup>nd</sup>.** To maximize your learning, it is

highly recommended you do this assignment over a period of time vs. in one block as many of the questions require time for thought and reflection.

**4. Facilitator Report (10% of grade)**

This is to be completed by the student or students who facilitated group, is available on Canvas, and due the class after facilitating.

**5. Small Group Analysis Paper (25% of grade)**

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. Additional instructions will be handed out in the beginning of the semester. This written analysis will be due on 7/30 at 5:30pm and should be uploaded to Canvas.

**VI. Grading Scale**

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

**VII. Class Policies**

**TIME MANAGEMENT.** All assignments are due at the beginning of class on the date and time indicated. **Late assignments will be penalized 5% of the total percentage points allowed per day that they are late** and will only be accepted in the first week following an assignment’s due date. Contact the instructor a minimum of 24 hours before the assignment is due if requesting other arrangements.

**ATTENDANCE AND PARTICIPATION.** Attendance and participation for the full class time is expected for all students. **After two absences, the student’s final grade will be lowered by one grade.** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students’ professional learning and continued development of self-awareness. This form of learning cannot be “made up” once missed. Students are to notify the instructor prior to class by email if they cannot attend class due to an illness or emergency.

**VIII. University Policies**

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education

(available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**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.

**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>.

**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.

**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.

**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 and Mental Health 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.

### **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**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.

**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**

**THEORIES AND METHODS OF GROUP INTERVENTION**

**Corey = Theory & Practice of Group Counseling by Corey**  
**READINGS**

**CANVAS =ALL OTHER**

<b>Date</b>	<b>Topics</b>	<b>Assignment Due</b>	<b>Readings</b>
6/6 TH	<b>Welcome</b> Course/Syllabus Overview		Class Syllabus
6/11 TU	<b>Therapeutic Factors of Group</b> Group as a Microcosm		Drumm, The Essential Power of Group Work



	<p>Overview of Various Types of Groups</p> <p><b>Pre-Group Meeting for small groups</b></p>		<p>Yalom, Ch. 1 Therapeutic Factors</p> <p><b>Optional:</b> Greif, G. &amp; Ephross, P., Skills for Working Across Populations at Risk</p>
6/13 TH	<p><b>History of Group Social Work</b> A Mutual Aid Approach Group Leadership Skills Concepts &amp; Stages</p> <p><b>In-Class Small Group #2</b></p>	<b>Self-Assessment of Group Leadership Skills DUE</b>	<p>Gitterman, A. and Shulman, L. Mutual Aid: pp: 1-35</p> <p>Yalom, Ch. 2 The Therapist Working in the Here and Now</p> <p><b>Optional:</b> Steinberg, Mutual Aid</p> <p>Furman, Bender, Rowan: The Group Work Tradition in Social Work</p>
6/18 TU	<p><b>Group Leadership and Co-Leadership</b> Applying Group Content centered around whiteness for diverse groups</p> <p>Group Dynamics and Cohesion</p> <p><b>Guest Speaker:</b> Jennifer Rivera-Enriquez, LPC, TCYM Level 2, 200 hr YT</p>	<b>Quiz 1</b>	<p>Schiller, “Not for Women Only: Relational Model”</p> <p>Toseland &amp; Rivas, Ch. 5 Leadership and Diversity pp. 149 – 157</p> <p>Burlingame, Cohesion in Group Psychotherapy</p>
6/20 TH	<p><b>Pre-Group Work</b> Practical Considerations in Forming a Group</p> <p>Interpersonal Learning Ethical Leadership</p> <p><b>In-Class Small Group #3</b></p>		<p>Corey, Ch. 4, Early Stages in the Development of a Group</p> <p>Gumpert &amp; Black. “Ethical Issues in Group Work”</p> <p><b>Optional:</b> Yalom, Ch. 2, Interpersonal Learning</p>
6/25 TU	<p><b>Transition &amp; Working Stage of Group</b></p>	<b>Take home midterm released on Canvas</b>	<p>Corey, Ch. 5, pp. 94-107</p> <p>Corey, Ch. 3, “Ethical and Professional Issues in Group Practice”</p>
6/27 TH	<p><b>Working Therapeutically with Conflict</b></p> <p><b>Guest Speaker:</b> Christine Winston, LCSW-S</p> <p><b>In-class Small Group # 4 (Consultation)</b></p>		<p>Wayne &amp; Gitterman, “Offensive Behavior in Groups”</p> <p><b>Optional:</b> Kirman, “Working with Anger in Groups” Modern Analytic Approach</p>
7/2 TU	<b>No class- Complete Midterm</b>	<b>Take home midterm due by 8pm</b>	No readings assigned
7/4 TH	<b>No class- Holiday</b>		No readings assigned
7/9 TU	<b>Self-Help, Support, Psychoeducational and Social Skills Groups</b>		Zastrow, Ch. 8 Self-Help Groups

	<b>In-class Small Group #5</b>		<p>Serlin et al., Support Groups for Women with Breast Cancer</p> <p>Gitterman, A. &amp; Knight, C. Curriculum and Psychoeducational Groups: Opportunities and Challenges.</p> <p><b>Optional:</b> Coates, et. al. Restorative Justice Circles: An Exploratory Study</p>
7/11 TH	<b>Working with Children &amp; Adolescents in Group</b>		<p>Tucker, Adventure Based Group Therapy</p> <p>Malekoff, Gatekeepers, Gatecrashers, and Gateways in Group Work with Kids: A Mystery Story</p> <p>Corey, Ch. 16, "Solution-Focused Brief Therapy and Motivational Interviewing in Groups"</p> <p><b>Optional:</b> Harvey, A. Group Work with African- American Youth in the Criminal Justice System</p> <p>Shechtman &amp; Gluk, "Therapeutic Factors in Children's Groups"</p>
7/16 TU	<b>Treatment Groups (Intensive Outpatient, Inpatient and Eating Disorder groups)</b>  <b>In-Class Small Group #6</b>		<p>Topor, et al. "Skills for Recovery: A Recovery-Oriented Dual Diagnosis Group for Veterans with Serious Mental Illness and Substance Abuse"</p> <p><b>Optional:</b> Corey, Ch. 17, "Comparisons, Contrasts, and Integration"</p>
7/18 TH	<b>Working with Older Adults in Group</b>	<b>Quiz 2</b>	<p>Rodio &amp; Holmes, Lessons Learned from Ballroom Dancing with Older Adults</p> <p>Wilson, S. &amp; Rice, S. Group Work with Older Adults</p>
7/23 TU	<b>Basics of DBT Groups</b>  <b>Mindfulness-Based Groups</b>  <b>In-Class Small Group #7</b>		<p>Corey, Chapter 13: Cognitive Behavioral Approaches to Groups</p> <p>Baer, R. "Mindfulness Training as a Clinical Intervention"</p> <p>Coholic, et al. Facilitating Art-based Mindfulness Group for Vulnerable Children</p>
7/25 TH	<b>Endings in Group Work Termination</b>  <b>In-Class Final Small Group Meeting #8</b>	<b>Quiz 3</b>	<p>Corey, Ch. 5, pp. 107-114</p> <p>Optional: Boldt &amp; Paul. "Building a Creative Arts Therapy Group"</p>
7/30 TU	Assessment Practice Evaluation in Groups	<b>Small Group Experiential and</b>	Rebmann, Warning: There's a lot of Yelling in Knitting"

	Review, Reflect and Celebrate	<b>Written Analysis due</b>	<b>Optional:</b> Zastrow, Evaluation in Groups
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## X. Bibliography

Baer, R. (2003). Mindfulness Training as a Clinical Intervention: A Conceptual and Empirical Review. *Clinical psychology: Science and practice*, 10(2), 125-143.

Barsky, A. (2007). *Conflict resolution for the helping professions* (2<sup>nd</sup> ed.) Belmont, CA:Thomson-Brooks/Cole.

Boldt, R.W. & Paul,S. (2010). Building a Creative-Arts Therapy Group at a University Counseling Center, *Journal of College Student Psychotherapy*, 25:1, 39-52.

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Coholic, D., Oystriick, V., Posterero, J., & Lougheed, S. (2016). Facilitating arts-based mindfulness group activities with vulnerable children: An example of nondeliberative social group work practice. *Social Work with Groups*, 39(2-3),155-169.<http://dx.doi.org/10.1080/01609513.2015.1050751>

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Furman, R., Bender, S., & Rowan, R. (2014). *Social Work with Groups: An experiential approach to group work* (2<sup>nd</sup> ed.) Chicago: Lyncem Books.

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Gumpert, J. & Black, P.N. (2006). Ethical Issues in Group Work: What Are They? How Are They Managed?, *Social Work with Groups*, 29:4, 61-74.

Harvey, A. (2011). Group Work with African-American youth in the criminal justice system: A culturally competent model. In Greif, G.L. & Ephross. *Group work with population at risk* (2nd ed. pp. 264 – 282).

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Rebmann, H. (2006). Warning-There's a lot of yelling in knitting. *Social Work with Groups*, 29(4), 5-24. [http://dx.doi.org/10.1300/J009v29n04\\_02](http://dx.doi.org/10.1300/J009v29n04_02)

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Topor, D.R., Grosso, D., Burt, J. & Falcon, T. (2013). Skills for Recovery: A Recovery-Oriented Dual Diagnosis Group for Veterans with Serious Mental Illness and Substance Abuse, *Social Work with Groups*, 36:2-3, 222-235.

Toseland, R. & Rivas, R. (2012). *An introduction to group work practice* (7th ed.). Boston: Allyn & Bacon.

Tucker, A. (2009) Adventure-Based Group Therapy to Promote Social Skills in Adolescents, *Social Work with Groups*, 32:4, 315-329.

Wayne, J. & Gitterman, A. (2004). Offensive Behavior in Groups: Challenges and Opportunities, *Social Work with Groups*, 26:2, 23-34.

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Zastrow, C. (2012). *Social Work with groups: A comprehensive work text*. Belmont, CA: Brooks/Cole Publishing Co.

### **Helpful Websites**

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

American Group Psychotherapy Association

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

Austin Group Psychotherapy Association

<https://www.cmhc.utexas.edu/groups.html>

UT Counseling and Mental Health Center