

THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course#:	SW333	Instructor:	Kristin Sharp, LCSW-S
Unique#:	60845	Pronouns:	she/her/hers
Semester:	Fall 2024	Email:	k.sharp@utexas.edu
Meeting Time:	M/W 2:30-4:00pm	Office:	Virtual
Meeting Place:	PAR 304	Office Hours:	As-scheduled

SOCIAL WORK PRACTICE WITH GROUPS
Course Number: SW333
Ethics Flag

I. COURSE DESCRIPTION

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

Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations. Prerequisites: Course credit for SW325, Foundations of Social Justice, and SW327, Human Behavior in the Social Environment with at least a C grade.

II. COURSEOBJECTIVES

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

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

III. TEACHINGMETHODS

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, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

IV. REQUIRED TEXT AND MATERIALS

Required Text:

Yalom, I. D., & Leszcz, M. (Collaborator). (2005). *The theory and practice of group psychotherapy* (5th ed.). Basic Books/Hachette Book Group.

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

Students are also expected to review:

- UTSSW Standards for Social Work Education

<http://www.utexas.edu/ssw/dl/files/academic-programs/other/standards-sw-education.pdf>

- NASW Code of Ethics

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

- Texas State Board of Social Work Examiners Code of Conduct

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

- NASW Standards and Indicators for Cultural Competence in Social Work Practice

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

- Standards for Social Work Practice with Groups

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

<http://www.iaswg.org>

- NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

V. COURSE REQUIREMENTS

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

discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. All written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are listed

below.

CourseAssignments	Points	DueDate
ClassParticipationandDaily Questions	100	N/a
CommunitySupportGroup Assignment	75	September25
GroupRolePlay	150	October30
GroupCurriculum Assignment	100	November13
FinalExam	125	December4
Self-CareProjectand Presentation	50	December9

TotalPoints=650

- 1. ClassParticipationandDailyQuestions:**Students will be expected to answer 1 question at the start of each class via a notecard turned into the professor. The questions may be related to the readings for the week, or about their self-care practice they are developing over the semester. This will be how attendance is taken at the beginning of each class.
- 2. Self-CareProjectandPresentation:**Over the course of the semester, students will cultivate a self-care and leadership practice. They are encouraged to come up with a regular practice that supports their own mental health and their ability to best care for their clients, as well as identifying challenges and strengths related to their ability to serve as a leader. At the end of the semester, each student will give a 5-10 minute presentation to the class on their self-care and leadership practice growth over the semester.
- 3. GroupCurriculumAssignment:**Students will create a group curriculum for a population, clinical issue, type of group of their choice. This curriculum should include: group size, group population, leader structure, group structure, clinical focus of group, and should have a plan for an 8-week group length (interventions, activities, etc.). The assignment must represent cultural competence and cultural diversity applications and demonstrate an understanding for consideration of oppressed populations within the group and best practices to serve the population you have selected. This assignment is meant to demonstrate creativity on behalf of the student and apply direct application as if you were going to create and lead this group in the community. Each student will give a 10-15 minute presentation on their group curriculum to the class that will be a part of the grade for this assignment.
- 4. CommunitySupportGroupAssignment:**Each student will observe one community support or task group and write a paper assessing this experience through 1) the lens of a group worker, and
2) its potential influence on one's personal/professional aspirations. This assignment provides students with the opportunity to practice professional networking skills, represent the Steve Hicks

School of Social Work, and to learn from workers in the field. The paper should be 5 pages minimum, not including the reference page(s) (typed, double spaced, Times New Roman 12-point font, 1 inch margins). Detailed assignment instructions will be posted on Canvas. All papers should be submitted on Canvas by 11:59pm of the due date. Assignments submitted after 11:59 of the due date will be marked late.

- Students will choose a group in the community that serves populations commonly cared for by the social work profession, but the group does not have to be facilitated by a social worker. The group can either 1) directly serve clients in a therapeutic/support capacity, or
2) indirectly, such as in a task force capacity that addresses such populations in a policy-oriented or community organizing capacity (e.g., a board meeting, task force committee meeting, etc. Local meetings of chapters like NAMI, NASW, meetings of advocacy groups for marginalized or vulnerable populations, relevant student-led organizations, etc.) Check with your instructor if you are unsure if a group you are interested in meets these standards. By October 4, each student will provide the instructor with details about the group they will observe including the type of group and contact information for the facilitator. After receiving approval from the instructor, each student will reach out to the community group contact to seek permission to observe the selected group.
5. **GroupRolePlay:** This assignment will give students additional opportunities to prepare for their role as a group leader in the community. Students will participate in task groups of 5-8 members to plan and simulate a group for their chosen population of interest. The task groups will select a population based on a community needs assessment, and develop a plan for the group structure, theoretical framework, recruitment, screening, budget and evaluation. Each task group will record their role-play and play this for the class on their assigned presentation day. The presentation will begin with their group proposal and outline, then show a 30-45 minute pre-recorded simulated group to the rest of the class. Each student must either participate as a group leader or member of the group. Students can alternate facilitators between every student of the group if that is preferred amongst the group and works with the type of group you have selected. Additionally, each student will evaluate the members of their task group on their level of participation and collaboration in developing the group proposal and leading the simulation. Each team will present the professor a draft of their proposal two weeks prior to their class proposal/simulation day.
6. **FinalExam:** There will be one examination based on the readings, text, lectures, and class discussions. Exams will be both objective (multiple choice, matching, and true/false questions) and essay-based with case studies that require the student to integrate course material, demonstrate critical thinking, and apply the knowledge from classroom and community learning to complex case examples of social work practice with groups.

VI. CLASSPOLICIES

ContactingYourInstructor

Outside of class, email is the primary mode of contact with your instructor. I can be reached either through Canvas (preferred), or directly at k.sharp@utexas.edu. In general, I will respond to your email within 48-72 hours. Immediate responses should not be expected; as such, if students have questions about homework assignments, etc., they are encouraged to ask questions during class time, or arrange time outside of class with the instructor well in advance of the due date. Failure to do so will not justify an extension on any assignment.

Attendance and Participation

Attendance and participation for the full class is expected for all students. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self awareness. This form of learning cannot be "made up" once missed. Consequently you will not receive participation points for the class that is missed. Students are to notify the professor prior to class by email if they cannot attend class due to an illness or emergency. In addition, the professor reserves the right to add or deduct up to 5 points to students' final point total based on the overall quality of their classroom participation during the semester.

Papers

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization and formatting, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> or (512) 471-6222 for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Time Management

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

Feedback

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

VII. UNIVERSITY POLICIES

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

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>.

Steve Hicks School of Social Work Policies

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

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 AND ASSIGNMENTS

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

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

Date	Topic	Assignment Due	Readings
------	-------	----------------	----------

August 26	Introduction to the class Review of Syllabus		Course Syllabus Course Assignment Guidelines
August 28	-Intro to Group Work -Types of Groups - Ethical Considerations and Decision Making in Group Work		Yalom Ch. 1 Canvas Readings: Standards for Social Work Practice with Groups
September 2	NOCLASS	LABORDAY	Enjoy!
September 4	-Cultural Considerations in Group Work		Canvas Readings: Shulman, L. (2017). Addressing internalized biases and stereotypes of the group leader: A life-long professional task. <i>Social Work with Groups</i> , 40(1- 2), 10-16. Michelle Melendres (2022) Cultural competence in social work practice: Exploring the challenges of newly employed social work professionals, <i>Journal of Ethnic & Cultural Diversity in Social Work</i> , 31:2, 108-120, DOI: 10.1080/15313204.20 2 0.1855492
September 9	-The Group as a Social Microcosm -Group Cohesion		Yalom Ch. 2 pp. 50-61 Yalom Ch. 3 pp. 73-88

September 11	-Group Leadership: Essential Leadership Skills -The Group Leader		Yalom Ch. 5 pp. 153-167 Yalom Ch. 7 pp. 272-293
September 16	NO CLASS TO COMPENSATE FOR TIME SPENT ATTENDING A COMMUNITY GROUP		*options for groups to attend posted to Canvas.
September 18	-Group Formation: Setting the Stage		Yalom Ch. 8 pp. 293-321
September 23	-Formative Stages of the Group		Yalom Ch. 9 pp. 341-349 Yalom Ch. 10 pp. 377-398
September 25	-Specialized Clinical Groups	<i>Community Support Group Assignment Due</i>	Yalom Ch. 15 pp. 579-626 Canvas Readings: Harris, H. L., Altekruise, M. K., & Engels, D. W. (2003). Helping freshman student athletes adjust to college life using psychoeducational groups. <i>Journal for Specialists in Group Work</i> , 28(1), 64-81.
September 30	-Group Challenges -Membership Problems -Ethical Dilemmas		Yalom Ch. 10 pp. 398-425 Canvas Readings: Wayne, J. and Gitterman, A. (2004). Offensive behaviors in

			groups: Challenges and opportunities. Social Work with Groups, 26(2), 23-34.
October 2	<p>-Social Justice, Inclusion, and Cultural Diversity within Group Work</p> <p>-Professional Self Care; An Ethical Imperative</p>		<p>NASW Standards and Indicators for Cultural Competence</p> <p>NASW Policy Statement on Professional Self Care</p> <p>Canvas Readings: Kivlighan, D. M. III, & Chapman, N. A. (2018). Extending the multicultural orientation (MCO) framework to group psychotherapy: A clinical illustration. <i>Psychotherapy, 55</i>(1), 39–44.</p> <p>Eason, E. Allen. "Diversity and Group Theory, Practice, and Research." <i>International journal of group psychotherapy</i> 59.4 (2009): 563–574. Web.</p>
October 7	-Group Termination stage		Yalom Ch. 11 pp. 465-477
October 9	-Groups with Children and Adolescents		<p>Canvas Readings: Malekoff, A. (2017). On Getting over Oneself and Creating Space for All Voices in</p>

			<p>Group Work with Adolescents. Social Work with Groups, 40(4), 364-375.</p> <p>Sarah M. Blalock, Natalya A. Lindo, Maria Haiyasoso & Molly K. Morman (2019) Child-Centered Play Therapists' Experiences of Conducting Group Play Therapy in Elementary Schools, The Journal for Specialists in Group Work, 44:3, 184-203, DOI: 10.1080/01933922.2019.1637985</p>
October 14	<p>Guest Speaker: Ben Kinsey, LCSW on working with children and teens in groups at Ensemble Therapy group practice in Austin, TX</p>		
October 16	-Task Groups		<p>Canvas Readings: Boehm, A., & Staples, L. (2006;2005;). Grassroots leadership in task-oriented groups: Learning from successful leaders. Social Work with Groups, 28(2), 77-96</p> <p>Marcia B. Cohen (2010) Using Student</p>

			<p>Task Groups to Teach Group Process and Development, Social Work with Groups, 34:1, 51-60, DOI: 10.1080/01609513.2010.503384</p>
October 21	<p>-Global Implications for Group Work</p> <p>-Technology and Group Work</p>		<p>Yalom Ch. 14 Yalom Ch. 15 pp. 634-639</p>
October 23	<p>NO CLASS TO COMPENSATE FOR GROUP ROLEPLAY RECORDING</p>		
October 28	<p>-Specified Clinical Groups Continued</p>		<p>Canvas Readings: Sari Skolnik (2019) Coming Together: Factors that Connect Social Workers to Group Work Practice, Social Work with Groups, 42:1, 2-17</p> <p>Diana A. Coholic, Vivian Oystrick, Jennifer Posteraro & Sean Lougheed (2016) Facilitating Arts-Based Mindfulness Group Activities with Vulnerable Children: An Example of Nondeliberative Social</p>

			<p>Group Work Practice, Social Work with Groups, 39:2-3, 155-169, D</p> <p>Tavares, L.R., and M.R. Barbosa. "Efficacy of Group Psychotherapy for Geriatric Depression: A Systematic Review." <i>Archives of gerontology and geriatrics</i> 78 (2018): 71–80. Web.</p>
October 30	<p>RolePlay: First Group: Experiential Exercise Group Demonstration & Discussion</p>	<i>ALL Role-Play videos are due to instructor</i>	No Reading Assigned
November 4	<p>RolePlay: Second Group: Experiential Exercise Group Demonstration & Discussion</p>		No Reading Assigned
November 6	<p>RolePlay: Third Group: Experiential Exercise Group Demonstration & Discussion</p>		No Reading Assigned
November 11	<p>Guest Speaker: Paul Pluymen, LPC on working with severe mental illness in group work</p>		No Reading Assigned
November 13	Group Curriculum Presentations and Discussion	<i>Group Curriculum Assignment Due</i>	No Reading Assigned
November 18	Group Curriculum Presentations and Discussion		No Reading Assigned

November 20	Group Curriculum Presentations and Discussion		No Reading Assigned
November 25 & 27	NOCLASS	THANKSGIVING BREAK	Enjoy!
December 2	(Flex Day) - and Review for Final Exam		No Reading Assigned
December 4	Final Exam		
December 9	Class Review and Termination Celebration! + Self-Care and Leadership discussions	<i>Self-Care and Leadership Project Due</i>	

X.BIBLIOGRAPHY

- Anderson, J. (1997) Social work with groups: A process model. New York: Longman.
- Barlow, C., Blythe, J. & Edmonds, M. (1999). A handbook of interactive exercises for groups. Boston: Allyn and Bacon.
- Barsky, A. (2007). Conflict resolution for the helping professions (2nded.). Belmont, CA: Thomson-Brooks/Cole.
- Brondler, S. & Roman, C. (2016). Group work: Skills and strategies for effective interventions. New York: Routledge.
- Carroll, M. & Wiggins, J. (2001). Elements of group counseling: Back to the basics (3rded.). Denver, CO: Love Publishing Co.
- Chen, M. & Ryback, C. (2004). Group leadership skills: Interpersonal process in group counseling and therapy. Belmont, CA: Brooks/Cole-Thomson Learning.
- Conye, R. K. (2014). Group work leadership: An introduction for helpers. Los Angeles, CA.: Sage.
- Corcoran, J. (2009). Groups in social work: A workbook. Boston: Pearson/Allyn and Bacon.
- Corey, G. (2004). Theory and practice of group counseling. Belmont, CA.: Brooks/Cole-Thomson Learning.
- Corey, G. Corey, M., Callanan, P. & Russell, J. (2004). Group techniques (3rded.). Pacific Grove, CA: Brooks/Cole-Thomson.
- Corey, M., Corey, G. & Corey, C. (2010). Groups: Process and practice (8thed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Dossick, J. & Shea, E. (1988). Creative therapy: 52 exercises for groups. Sarasota, Florida: Professional Resource Exchange.

Dossick, J. & Shea, E. (1990). *Creative therapy II: 52 more exercises for groups*. Sarasota, Florida: Professional Resource Exchange.

Dossick, J. & Shea, E. (1995). *Creative therapy III: 52 more exercises for groups*. Sarasota, Florida: Professional Resource Exchange.

Epross, P. & Greif, G. (2009). *Group process and group work techniques*. Social workers' desk reference. Roberts, A. (ed.).(97) 679-685 New York: Oxford University Press.

Erich, S. & Kanenberg, H. (2011). *Skills for group practice: Responding to diversity*. Boston: Allyn and Bacon.

Furman, R., Rowan, D. & Bender, K. (2009). *An experiential approach to group work*. Chicago, IL.: Lyceum Books.

Garfield, C., Spring, C. & Cahill, S. (1998). *Wisdom circles: A guide to self discovery and community building in small groups*. New York: Hyperion.

Gitterman, A. & Shulman, L. (Eds.) (2005). *Mutual aid groups, vulnerable populations and the life cycle*. New York, NY: Columbia University Press.

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

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

Haslett, D. (2005). *Group work activities in generalist practice*. Belmont, CA: Thomson-Brooks/Cole.

13

Hutchinson, D. (2017). *Great groups: Creating and leading effective groups*. Los Angeles, CA: Sage Publications, Inc.

Jacobs, E., Harvill, R. & Masson, R. (2002). *Group counseling: Strategies and skills (4th ed.)*. Pacific Grove, CA.: Brooks/Cole Publishing Co.

Johnson, D. & Johnson, F. (2003). *Joining together: Group theory and group skills (8thed.)*. Boston: Allyn and Bacon.

Kottler, J. (2001). *Learning group leadership: An experiential approach*. Boston: Allyn & Bacon.

Malekoff, A. (2004). *Group work with adolescents: Principles and practice (2nded.)*. New York, NY: The Guilford Press.

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

Reed, K. (1997). *Social work practice with groups: A clinical perspective (2nded.)*. Pacific Grove, CA: Brooks/Cole.

Shuman, S. (Ed.). (2005). *The IAF handbook of group facilitation: Best practices from the leading organizations in facilitation*. San Francisco, CA: Jossey-Bass.

Shulman, L. (2011). *Dynamics and skills of group counseling*. Belmont, CA: Brookes/Cole.

Shulman, L. (2012). *The skills of helping individuals, families, groups and communities(7thed.)*. Belmont, CA.: Brookes/Cole.

Simpson, S., Miller, D. & Bocher, B. (2006). The processing pinnacle: An educator's guide to better processing. Bethany, OK.: Wood 'N' Barnes Publishing.

Weinhold, B. & Weinhold, J. (2000). Conflict: The partnership way. Denver, CO: Love Publishing Co.

Wheatley, M. (2002). Turning to one another: Simple conversations to restore hope to the future. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Yanca, S. & Johnson, L. (2009). Generalist social work practice with groups. Boston: Pearson/Allyn and Bacon.

Yalom, I. (2005). The theory and practice of group psychotherapy. (5thEd.) New York: Basic Books.

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

Zimmerman, J. (1996). The way of council. Las Vegas, NV: Bramble Books.

Related Journals

Group Analysis: Journal of Group Analytic Psychotherapy

Group Dynamics: Theory, Research and Practice

Group Processes and Intergroup Relations

Groupwork

International Journal of Group Psychotherapy

Journal of Groups in Addiction and Recovery

Journal for Specialists in Group Work

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

Social Work with Groups

Helpful Websites

www.agpa.org

American Group Psychotherapy Association

<http://www.asgpp.org/index.php>

American Society of Group Psychotherapy and Psychodrama

<http://www.asgw.org/index.htm>

Association for Specialists in Group Work

www.austingroups.org

Austin Group Psychotherapy Association

<http://www.evidencebasedgroupwork.com/401.html>

Evidence Based Group Work.com

<http://www.iagp.com/>

International Association for the Group Psychotherapy and Group Processes

<http://www.aaswg.org>

International Association for Social Work with Groups

www.austinaa.org

Local AA site with meetings schedule

http://www.nmha.org/go/go/find_support_group

Mental Health America

<http://www.mhatexas.org/mhatexasMAIN/IRGuide4.03.pdf>

Mental Health Association of Texas

<http://www.apadivisions.org/division-49/index.aspx>

Society of Group Psychology and Group Psychotherapy

www.cmhc.utexas.edu/g_schedule.html

UT Counseling and Mental Health Center