THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393R26	Instructor:	Hannah Frankel, LCSW
Unique Number:	61170	Email:	HannahFrankel@utexas.edu
Semester:	Fall 2024	Office:	
Meeting Time/ Place:	Tuesdays	Office Phone:	
	8:30am – 11:30am	Office Hours:	By appointment only
	MEZ 1.216		

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 OBJECTIVE By semester's end, studentswill be able to:

1. Integrate theories and empirical research knowledge in selecting and using group work approaches with children, adolescents, adults, and theelderly

2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relate to the strengths, the processesinvolved 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 activitiesfor 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 ofthe 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 tochildren, 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 forchildren, 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 groupwork with children, adolescents, adults, and the elderly

III. TEACHING METHODS

This course is designed to include a variety of experiences intended to achievethe 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 theexperiential exercises and small group work. Teaching and learning will be collaborative and interactive.

IV. REQUIRED TEXT AND 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.

- ***Other required weekly readings and handouts will be posted on Canvas*** Please be aware that readings and schedule are subject to change. Canvas modules will be updated with the approved readings due for class at least oneweek before class. When Canvas and the syllabus conflict, please go by whatis posted on Canvas.

V.   COURSE REQUIREMENTS

1. Class Attendance and Contribution (10%)
Due to the format and content of this course, both attendance and meaningfulcontribution to class discussion are expected. If students are not able to be in class they should notify the professor that they will be absent ahead of time. Absence or lack of participation may affect a student's grade.

Students will be allowed one (1) absence. In cases where a student missesmore 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. Introductory Paper (10%)

This assignment is designed to assess current knowledge and experience withgroup work theory and interventions, to reflect on one's predictions about personal strengths and expected challenges, and to identify goals for semester learning such as but not limited to theory, interventions, ethics, social justice, equity and inclusion, interpersonal discomfort, and time management skills. The information collected from this assignment will guide the classroom learning discussion.

This paper will be 2-3 double-spaced pages in length. Points will be deductedif this paper if longer than 4 pages.

3. Experiential Group Reflection (20% of grade)

This paper will include reflection on the group experience (both as a memberand leader), an analysis of the group (e.g., dynamics, leadership, conflict resolution, etc...) and an integration of the readings. Additional instructions may be given closer to the due date. This written analysis should be uploadedto Canvas.

Your Group Analysis Paper should be 3 to 5 pages in length (not includingtitle 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 5 pages;
anything over 6 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'sOWL site.

Your analysis paper should be supported with relevant citations and referenced material and, as such, must include a reference list. Your paper should address:

- Group composition, diversity or lack of such (including diversity's impacton 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 forthis 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 whatyou expected

- **Paper should cite at least three sources and should include at least *one article outside the assigned readings.*** Paper should include a reference list.

4. Community Group Paper (20% of grade)

Students will attend at least one community group to see group dynamics in arealistic context. A few ideas for groups to attend include 12-step meetings, peersupport groups, and groups run by therapists in the community. Groups may be attended in-person or virtually. If a virtual group is attended the paper should include an assessment of how the dynamics were affected by being virtual vs. inperson.

Students should plan to contact community groups early in the semester to arrange for attendance. This paper may be handed in at any point in the semesterbefore or on its due date.

Papers should address:

- Group composition, diversity or lack of such (including diversity's impacton 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 the 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 forthis group

- Personal reactions/observations re: what the experience was like for youas an observer.

This paper should be 3-4 pages in length. APA format should be followed. Thispaper may or may not include a reference list.

5. Exams (2 at 20% of grade each)

Exams are designed to prepare students for the LMSW and eventually LCSW exams. As such, they will follow closely the format and content expectations ofthe licensure exams. Exams will be multiple choice.

VI. GRADES

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

VII. CLASS POLICIES

1. Students are expected to attend class sessions (whether in person or virtually) promptly and regularly, as well as participate in an interactiveframework between collegiate students and professor.

2. 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. Smallgroups are expected to resolve challenges within their group context. Theprofessor is willing to serve as a consultant if group members are unable to resolve their differences.

3. 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, andsmart phones will be required.

4. 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.

5. Please mute cell phones and refrain from texting and other non-classactivities during class.

6. 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 inassigning the final grade.

7. 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. Assignmentssubmitted 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.

8. Students are expected to both learn and demonstrate knowledge of group work intervention theories and skills. Students will demonstrate their levelof applied knowledge of group work interventions and skills with discussions, exams, group participation, and written assignments.

9. 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*.

10. 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 coursereadings, PowerPoint presentations of lecture materials, and in-class exercises. Students can find support in using Canvas at the ITS Help Deskby calling (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m. or visiting http://it.utexas.edu/. Please plan accordingly.

11. 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 thiscourse. 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

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

*Please be aware that readings and schedule are subject to change. Canvas modules will be updated with the approved readings due for class at least one weekbefore class. When Canvas and the syllabus conflict, please go by what is posted on Canvas.

Date	Topic	Assignment Due	Readings Due
8/27 #1	Introductions Overview of the courseand expectations	N/a	N/a
9/3 #2	Evidence-based group work Leadership/co-leadership The therapeutic factors Interpersonal learning Pre-group meeting for small groups	**Introductory Paper**	Barlow et al. article Corey, Chapter 2 One-minute co-leadership Suggestions for co-leadership *Recommended: Yalom, Chapter 1* Yalom Ch. 1 PowerPoint *Recommended: Yalom, Chapter 2* Yalom Ch. 2 PowerPoint

| 9/10 #3 | Social group work standards and ethics Group cohesiveness Small group meeting #1 | | Corey, Chapter 3 Gumpert & Black article Ethics PowerPoint *Recommended: Yalom, Chapter 3* Yalom Ch. 3 PowerPoint *Recommended: Burlingame, Fuhriman, & Johnson, Chapter 4* Burlingame, McClendon, & Alonso article Kivlighan et al. article |

9/17 #4	Group formation and early stages Working stage of group The selection of clients Challenging group members Working with conflict Small group meeting#2		Corey, Chapter 4 Helpful Intervention Phrases – Initial Stage Helpful Intervention Phrases – Transition Stage Corey, pp. 77-87 (i.e., the first part of Chapter 5) Helpful Intervention Phrases – Working Stage *Recommended: Yalom, Chapter 8* Yalom Ch. 8 PowerPoint *Recommended: Yalom, Chapter 13* Yalom Ch. 13 PowerPoint Wayne & Gitterman article
9/24 #5	**NO CLASS** Please use this time to work on community group observation papers		

10/1 #6	**CLASS TO BE HELD VIRTUALLY** Group work with children Group work with adolescents ***Guest Speaker(s)** Small group meeting #3		Malekoff article Diamond & Lev-Wiesel article *Recommended: Manyam & Davis* *article* Shechtman & Gluk article Malekoff, Chapter 2 *Recommended: Malekoff, Chapter 5* *Recommended: Cumba-Avilés article* Tucker article *Recommended: Vidal et al. article*
10/8 #7	Group work with older adults Mutual aid Self-help groups Mutual growth/parallel processing Small group meeting #4		Rodio & Holmes article Wilson & Rice article *Recommended: Chu etal. article* Gitterman & Shulman, Chapter 1 *Recommended: Steinberg article* Zastrow, Chapter 8 Rebmann article

10/15 #8	Jeopardy #1 (Exam Review) Small group meeting#5		
10/22 #9	**EXAM #1** Small group meeting #6		
10/29 #10	Dual diagnosis treatment groups Groups for substanceuse disorders Mindfulness-based groups Small group meeting#7		Topor et al. article Nyhuis et al. article Greenfield et al. article Sugarman et al. article Garte-Wolf article Riley, Smith, & Baigent article Sundquist et al. article Lander article Hinchey article Mindfulness Activities Body Scan Meditation

11/5 #11	Working with at-risk and vulnerable populations Considerations for group work with member of the LGBTQIA+ population Multicultural perspective on group work and Culturally relevant group work Working with neurodiverse clients Small group meeting #8		Greif & Ephross, Chapter 25 Schiller article Hall, Rosado, & Chapman article Myers article Toseland & Rivas, Chapter 5 Haen & Thomas article *Recommended: Jones article Recommended: Hines et al. article*

11/12 #12	CBT / ACT groupwork Psychoeducational groups Psychoanalytic/ psychodynamic approach Expressive and creative arts in groups Small group meeting #9		Corey, Chapter 12 *Recommended: Nessetet al. article* Eilenberg, Kronstrand, Fink, & Frostholm article Gitterman & Knight article Nakell article Corey, Chapter 6 *Recommended: Corey, Chapter 8* Boldt & Paul article Goicoechea, Wagner, Yahalom, & Medina article So article Stick Figure Drawing Exercise

11/19 #13	Existential Group Work Narrative group work Online group work Assessment/ Evaluation Termination of Groups Small group meeting #10 – **FINAL meeting**	**Community Group Paper Due**	Lee article, Scarnato article Leszcz & Weinberg, Chapter 14 Weinberg, Chapter 15 Vaimberg & Vaimberg, Chap. 16 Weinberg, Chapter 17 Lopez et al. article Van Dijk et al. article Zastrow, Chapter 13 Corey, pp. 87-97 Helpful Intervention Phrases – Termination Stage Group endings PowerPoint
11/26	**NO CLASS** **Fall Break**		
12/3 #14	**EXAM #2** End of class termination Goodbyes and reflection discussion	**Small Group Reflection Paper Due**	

X. BIBLIOGRAPHY

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