

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

Course Number:	SW 333	Instructor:	Joanna Mendez, LCSW
Unique Number:	60945	Pronouns:	she/her/ella
Semester:	Spring 2025	Email:	joannamendez@utexas.edu
Meeting Time/Place:	Mon & Wed	Office:	Zoom
	2:30pm – 4:00pm	Office Hours:	By appointment, online
	PAR 308		

**SOCIAL WORK PRACTICE WITH GROUPS
Course Number: SW333**

Ethics Flag

I. STANDARDIZED 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. STANDARDIZED COURSE OBJECTIVES

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. TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote self-awareness in relation to group process will be emphasized. The class will be organized as a skill laboratory utilizing small group context and role play to provide opportunities for students to develop group leadership and membership skills. The professor will model group work principles and skills in the leadership of the class. Other teaching methods include class discussion, videos, guest speakers, 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

Course material, readings, assignments, updates, and other relevant course information will be available through the following platform:

- **Canvas** —a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student’s responsibility to ensure that their e-mail address is correct on this site so that class e-mails are received. To reach your class site on Canvas, please go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page (www.utexas.edu/its/help/), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED TEXT AND MATERIALS

Required Text:

Corey, M., Corey, G, & Corey, C. (2018). *Groups: Process and practice* (10th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

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

Students are also expected to review:

UTSSW Standards for Social Work Education

<https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>

NASW Code of Ethics

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

Board of Social Work Examiners Code of Conduct

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=34&ch=781&rl=301](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=34&ch=781&rl=301)

NASW Standards and Indicators for Cultural Competence in Social Work Practice

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>

Standards for Social Work Practice with Groups

<https://www.tandfonline.com/doi/pdf/10.1080/01609513.2012.759504>

NASW Policy Statement on Professional Self Care - 2021 Amendments to the NASW Code of Ethics: Self-Care and Cultural Competence

https://www.socialworkers.org/LinkClick.aspx?fileticket=UyXb_VQ35QA%3D&portalid=0

Optional Course Materials:

The Steve Hicks School of Social Work, Office of the Associate Dean for Equity and Inclusion maintains a list of resources that may be helpful in completion of assignments for this class. To access the Equity and Inclusion Resource Library go to:

https://docs.google.com/document/d/15WyLzEpyu1w_lwBk9m5CsPjn3SaIHmTmYHM1iXnSER4/edit

V. COURSE REQUIREMENTS

Students will be required to complete all the assignments. 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 written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism, and quality of writing.

Reading assignments should be completed PRIOR to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Students' questions and comments provide the instructor an important assessment tool for whether readings are being completed outside of class.

VI. GRADES

[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

1. General Class Policies

Our classroom is the center of our learning and exchange of ideas. 100% attendance is expected.

Connect with me regularly: If you don't feel confident, tell me; we'll work on things together.

Attend classes: **2-point** deduction from course grade per absence (no penalty for 1st absence). 3 unexcused absences will disqualify you from passing the course, regardless of your course average. Don't miss class to finish an assignment, submit it after class.

Submit assignments on time: Maximum grade for late submissions is **80%**.

2. Attendance and Class Participation

Due to the format and content of this course, both attendance and contribution are imperative. As near graduating BSW students, students are expected to attend class regularly and participate in an interactive framework on a deeper level in class, taking healthy risks to work outside of your comfort zone. Healthy risk taking for increasing self-awareness and professional growth must be demonstrated. Students are expected to complete the readings PRIOR to class and should be well prepared to participate in discussions and experiential learning assignments. Regular attendance, engaged interest, respect for others' learning needs, and contributions to classroom discussions and activities are part of our class standards. Classroom exercises, discussions, role plays, 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. You're always welcome to offer thoughtful comments, feedback, and ask questions during class. You are a valuable part of your peers learning experience. Feel free to contact or schedule a time to meet with the Professor separately if you would like additional opportunities to discuss your learning, class material, and/or process difficult conversations discussed in class.

Our classroom is the center of our learning, where we exchange ideas. Your part in it is valued, so attendance is important. Students' presence is necessary for everyone's success in this course. **Attendance will be taken each class period**, with a sign in sheet. If a student cannot attend a class, they should notify the Professor ahead of time via email. Students are expected to contact the professor by email in a timely manner about absences and alert the instructor about late arrivals or early departures. Any absence may impact your engagement with content and ideas shared in class, so I encourage you to remember this. **There is a 2-point deduction from your overall course grade per absence (no penalty for 1st absence). 3 unexcused absences will disqualify you from passing the course, regardless of your course average.** *Excused Absence:* Please be proactive in situations where you will be absent or if you experience an emergency. Excused absences (valid excuse, e.g., medical documentation) will not deduct from your grade. If you are absent or unable to participate in class, please email me. Additional considerations will be made for students with accommodations approved in advance through [Disability and Access](#) or a COVID-19 related absence that has been approved by [Student Emergency Services](#). If you plan to miss class due to observance of a religious holiday, please let me know in advance. You will not be penalized for an absence due to a religious holiday, although you will still be responsible for any work you miss on that day. If you need to be absent, ask your classmates for a run-down and notes on any material you miss. If there are topics that raise questions for you, contact me.

3. Due Dates and Late Assignments

Students are expected to turn in all required assignments in Canvas on time on the agreed upon due date. Assignments are generally due at 11:59 p.m. on the due date. Exceptions to this time will be announced when applicable. Assignments are due on the date and time indicated in Canvas (also listed on the assignments page handout provided separately in Canvas). Please discuss with the Professor if any challenges arise which may interfere with that schedule and negotiate another due date well in advance. With the permission of the instructor, assignments will be accepted up to 24 hours past due dates when students are in need of additional time. **The maximum grade for late submissions is 80.** Do your best to turn assignments in on time so grading is organized and timely.

If you need to turn in an assignment any later than 24 hours late, contact the Professor to coordinate the need for a late submission. Frequent communication is key when needing to turn in a late assignment.

4. Papers

The instructor of this class recognizes there are many styles of writing that serve varying audiences. Students are expected to produce high quality work in terms of appearance, writing style and content. Students are expected to produce effective, clear written work. When using information from sources to complete a submission, references and the bibliography should conform to current APA style citation. The American Psychological Association (APA) – 7th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade. 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. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor within one week of receipt of the grade.

5. Student Achievement

Student Achievement in meeting course objectives will be evaluated on the following: written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

6. Student 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 virtual office visits. Student feedback is welcome about classroom learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback by e-mail or by appointment at a mutually convenient time if they desire.

7. Assignment Changes

Students will submit required assignments via Canvas throughout the course of the semester. Details of the assignments will be provided on a separate handout, posted on Canvas. The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. 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.

8. Electronic Devices in the Classroom

Electronic devices are welcome (encouraged) in class, to support lectured learning. Please be mindful that they do not serve as a distraction to you or those around you. **You are welcome to use your devices to stay on task (e.g. following along class powerpoints). Use of devices to check emails or non-class specific material is not permitted during class time. During experiential learning labs the use of electronic devices are discouraged,** to enhance the in-the-moment learning environment and connection to those in the classroom. Please uphold attentive engagement within the class.

9. No use of generative AI tools permitted

Utilize your own brilliance when completing your work. This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

10. Civil Learning Environment

We come together as a community of learners. We engage with each other kindly, through meaningful and constructive dialogue. We stay on task and avoid behaviors that disrupt the learning environment. Do what you need to take care of yourself: if there is something serious going on in your life that requires you to check your phone, do so (at all other times, turn off all electronic devices); if content we are covering is emotionally difficult for you personally, walk out

for a few minutes; if there is a specific issue to you that you want to discuss, such as how I graded your assignment, speak with me individually outside of class.

11. Use of the Canvas Website

Web-based, password-protected class sites using Canvas software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging email, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar or online. For information on restricting directory information see: https://registrar.utexas.edu/schedules/199/print/front#P97_11126

This class will utilize Canvas for the distribution of class readings, videos, and any other written or presentation materials, and recording of student grades. Assignments may be submitted via Canvas. The primary mode of communication for this course will be email via the Canvas course website. Note below (in University Policies) that email is an official form of communication for The University of Texas at Austin and students are strongly encouraged to check their email daily.

VIII. 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://disability.utexas.edu/>. 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 Advice Line (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns 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>.

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

This schedule is intended only as a guide and is subject to change. Textbook readings are listed here. The additional required weekly readings will be posted 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	Readings, Videos, & Multimedia * = read whole chapter	Assignment(s) Due
M 1/13 Week 1	Course Overview Introductions Syllabus Review Group Agreements		
W 1/15	Introduction to Group Work in Social Work Practice Historical Overview Types of Groups The Group Leader: Personal and Professional Considerations Universal Therapeutic Factors in Groups Professional Self Care – An Ethical Imperative	Corey Ch. 1 pp. 1-12 Corey Ch. 2 pp. 27-37 Canvas Readings: Standards for Social Work Education Standards for Social Work Practice with Groups NASW Policy Statement on Professional Self Care Self-Care Plan Handout	Student Learning Assessment
M 1/20 Week 2	MARTIN LUTHER KING, JR. DAY!		NO CLASS!
W 1/22	Practice Theories and Models in Group Work	Corey Ch. 4* pp. 99-146 Canvas Readings	Self-Care Assessment & Maintenance Self-Care Plan Due

M 1/27 Week 3	Ethical Considerations and Decision Making in Group Work	Corey Ch. 3* pp. 59-95 Canvas Readings: NASW Code of Ethics Texas State Board of Examiners Code of Conduct Guidelines for Ethics – American Group Psychotherapy Assn. Ethical Guidelines for Group Counselors – Assn. for Specialists in Group Work	
W 1/29	Group Leadership: Essential Leadership Skills	Corey Ch. 2 pp. 38-45	Self-Assessment of Group Leadership Skills (pp. 45-47)
M 2/3 Week 4	Group Co-Leadership: Benefits and Challenges Preparation for Experiential Group Lab – Assign Groups	Corey Ch. 2 pp. 47-51 Canvas Reading	
W 2/5	Experiential Group Lab #1	Canvas Reading	Learning Reflection #1
M 2/10 Week 5	Overview: Stages of Group Development Corey, Garland, Kolodny and Jones (Boston Model) Tuckman Schiller Social Work Group Theory Application Assignment – Assign Groups	Corey Ch. 4 pp. 145-46 Corey Ch. 5* pp. 151-171 Canvas Reading	
W 2/12	NO CLASS		No class to compensate for time spent attending Community Support Group

M 2/17 Week 6	Considerations in Planning a Group Initial Stage: Group Characteristics and Process Leader and Member Roles	Corey Ch. 6* pp. 175-220	
W 2/19	Experiential Group Lab #2	Canvas Reading	Learning Reflection #2
M 2/24 Week 7	Transition Stage: Group Characteristics and Challenging Dynamics Leader and Member Roles	Corey Ch. 7* pp. 223-269	
W 2/26	Experiential Group Lab #3	Canvas Reading	Learning Reflection #3
M 3/3 Week 8	Constructively Working with Conflict	Canvas Reading	
W 3/5	Experiential Group Lab #4	Canvas Reading	Learning Reflection #4
M 3/10 Week 9	Working Stage: Group Characteristics Leader and Member Roles Final Stage Termination and Evaluation	Corey Ch. 8* pp. 275-311 Corey Ch. 9* pp. 315-335	
W 3/12	Experiential Group Lab #5	Canvas Reading	Learning Reflection #5
M 3/17 Week 10	SPRING BREAK!		NO CLASS!
W 3/19	SPRING BREAK!		NO CLASS!
M 3/24 Week 11	Cultural Humility, Multicultural Group Work and Social Justice Global Implications for Group Work	Corey Ch. 1 pp. 12-23 NASW Standards and Indicators for Cultural Competence Canvas Readings	
W 3/26	Experiential Group Lab #6	Canvas Reading	Learning Reflection #6
M 3/31 Week 12	Class Choice: Social Work and Task Groups	Canvas Reading	

	or Creativity and the Expressive Art Therapies in Group Work		
W 4/2	Experiential Group Lab #7	Canvas Reading	Learning Reflection #7
M 4/7 Week 13	Group Work Across the Life Cycle: Children & Adolescents	Corey Ch. 10 pp. 342-367 Corey Ch. 10 pp. 367-378 Canvas Reading	
W 4/9	Experiential Group Lab #8		Learning Reflection #8
M 4/14 Week 14	Group Work Across the Life Cycle: Older Adults	Corey Ch. 11, pp. 400-421	Theory Fact Sheet/Outline due Social Work Group Theory Application Presentation materials due this week
W 4/16	Experiential Group Lab #9	Canvas Reading	Learning Reflection #9 Receive Take Home Final Exam
M 4/21 Week 15	Group Presentations		Self-Care Plan Speak Out materials due this week
W 4/23	Group Presentations		Learning Reflection #10
M 4/28 Week 16	Class Review and Ending Celebration		Self-Care Plan Speak Out Self-Reflection on Group Theory Project due Submit Take Home Final Exam this week

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* (2nd ed.). 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* (3rd ed.). 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* (3rd ed.). Pacific Grove, CA: Brooks/Cole-Thomson.
- Corey, M., Corey, G, & Corey, C. (2018). *Groups: Process and practice* (10th ed.). 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* (2nd ed.). 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.
- 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* (8th ed.). 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* (2nd ed.). 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* (2nd ed.). 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* (7th ed.). 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*. (5th Ed.) 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

<https://www.asgw.org/>

Association for Specialists in Group Work

www.austingroups.org

Austin Group Psychotherapy Association

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

International Association for the Group Psychotherapy and Group Processes

<https://www.iaswg.org/>

International Association for Social Work with Groups

www.austinaa.org

Local AA site with meetings schedule

<https://www.apadivisions.org/division-49/index>
Society of Group Psychology and Group Psychotherapy

<https://healthyhorns.utexas.edu/cmhc/groups.html>
UT Counseling and Mental Health Center