

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

Course Number:	SW 393R26	Instructor:	Barbara Jefferson LCSW-S
Unique Number:	88275	Email:	bdjefferson@utexas.edu
Semester:	Summer 2025	Phone:	512-963-8568
Meeting Time/Place:	Tues and Thurs	Office Hours:	Zoom By Appointment
	5:30 - 8:30 pm		
	GDC 5.204		

Theories and Methods of Group Intervention

I. STANDARDIZED COURSE DESCRIPTION

The course will cover current group intervention approaches used with children, adolescents, adults, and the elderly across a variety of settings. Students will develop a working understanding of children, adolescents, adults, and the elderly from diverse backgrounds, affirming and respecting their strengths and differences in group settings. The course is grounded in the identification, analysis, and implementation of empirically-based intervention strategies for group work with children, adolescents, adults, and the elderly. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short-and longer-term group interventions. The framework of the course is based on social work values and the ethical decision- making process, as illuminated by the [NASW Code of Ethics](#).

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will:

1. Integrate theories and empirical research knowledge in selecting and using group work approaches with children, adolescents, adults, and the elderly.
2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relate to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and the elderly.
3. Adapt group work intervention models, programs, and activities for use with children, adolescents, adults, and the elderly to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spiritual, physical or mental ability, developmental level, age, and national origin.
4. Evaluate, select, and design group work programs, methods, and activities for children, adolescents, adults, and the elderly based upon their empirical base, practice utility, potential, range of applicability and limitations.
5. Select and design group work programs, methods, and activities, and to then critically evaluate and analyze these group work approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of group work services to children, adolescents, adults, and the elderly.
6. Integrate and apply core and advanced group work skills and processes, including, but

not limited to, creation and maintenance of the group, resolving conflict, dealing with challenging clients, working in the here-and-now, and fostering the therapeutic factors of group work.

7. Implement and evaluate the effectiveness of group work interventions for children, adolescents, adults and the elderly.
8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and the elderly based on the context in which they are delivered.
9. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with children, adolescents, adults, and the elderly.

III. TEACHING METHODS

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

IV. REQUIRED TEXT AND MATERIALS

Required Text:

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

Students must review:

NASW Code of Ethics

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

Texas State Board of Social Work Examiners (TSBSWE) Rules of Practice

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=22&pt=34&ch=781&sch=B&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=22&pt=34&ch=781&sch=B&rl=Y)

NASW Standards for Clinical Social Work in Social Work Practice

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

NASW Standards for Cultural Competence

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

IASWG Standards for Social Work Practice with Groups

https://www.iaswg.org/assets/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf

Texas Code of Conduct for Social Workers – IN CANVAS

Other required weekly readings and handouts will be posted on Canvas

V. COURSE REQUIREMENTS

1. Group Presentation and Role Play 20% and Reaction Paper 20%, (40%)

Using a group presentation format, each student will participate in a panel to examine and lead a discussion on selected assigned material, which will be summarized for the class. An assigned film will be used to illustrate issues that lead to intrapsychic defenses, which in turn may lead to group dynamics, and also illustrate the determined group therapy approach, techniques, and treatment strategies.

The following should be addressed in the group presentation and role play:

1. Begin the presentation with the theoretical approach; describe the principles/tenets of the theory as it relates to your presentation and role play.
2. Who are the clients: issues of age, class, color, culture, ethnicity, national origin, race, disability, family structure, marital status, gender, religion/spirituality, sex, sexual orientation, values, and beliefs.
3. Minimum of 6 illustrations of defenses and 3 illustrations of dynamics that stemmed from some of those defenses.
4. Two affective experiences that are supported/illustrated by the assigned material.
5. One example of empathy for challenging behaviors and attitudes.
6. An example of scapegoating and defenses that underlie scapegoating: an example of role suction.
7. Identification of cultural factors present and how this impacts treatment.
8. Identification of systemic issues that may be present, impacting the identified population of group participants (e.g., environmental issues, government bureaucracies, healthcare systems, access to systems providing for basic needs such as food, water, shelter, medical care, etc.).
9. One clinical practice issue.
10. At least 1 ethical issue (quote from the Ethical Guideline from the NASW Code of Ethics)
11. At least 3 rules of practice considerations (quote from the TSBSWE Rules and Regulations, Subchapter B 781.301 through 781.304.
12. Are there policy issues present, particularly social justice?

Role Play:

There will be a role play creating a staged “group session” for group members whose issues and personalities are based loosely on characters from the film under study. We will not imitate persons from another culture, but take some of the issues under study and present them in an unscripted manner.

Group Approach – Students in the group will address the type of group approach they have chosen and why

Interventions for the Group: Choose an intervention for the group and description of implementation strategies chosen for the group counseling session.

The following should be addressed in the reaction paper:

1. One illustration of a theme from the characters’ interactions in the film that was manifest in the role play.
2. The advantages and disadvantages of addressing the themes and dynamics that were present from the group facilitators’ perspective.
3. An example of 2 interventions based on the theory examined.
4. Thoughts and emotional/psychological effect on the student as a member of the group facilitators, and to the group as a whole.
5. A defense mechanism that the student would engage in as the group facilitator or co-facilitator.
6. Managing Anxiety and Stress as a Group Facilitator: What did the student learn about themselves through this process, and what can you take away from this experience to support your growth as a group leader or facilitator in future group work practices?

2. Small Task Group Meetings (20%)

Throughout your social work career, you may participate in various types of groups. Students will have the opportunity to participate in small task group meetings across the semester. Each of you will have the chance to experience both group membership and group leadership, thereby deepening your self-awareness and understanding of group processes, as well as your professional self-awareness and the critical importance of professional self-care.

Your task group is similar to task groups in a workplace setting. The primary purpose of a task group is to work together to accomplish a set of objectives/goals. This is achieved through three key elements: 1) team collaboration, 2) collective team effort, and 3) mutual support among team members.

During class, students will participate in their small task group meeting to address the assigned group case study. The task groups will work together to provide an analysis of the assigned case.

1. Assessing the organizing and planning needs of a group based on the assigned case study. Each case has unique characteristics that require critical thought about meeting the needs of its group participants.
2. Who are the clients: issues of age, class, color, culture, ethnicity, national origin, race, disability, family structure, marital status, gender, religion/spirituality, sex, sexual orientation, values, and beliefs.
3. Cultural considerations for the group counseling approach, including goals, suggested interventions, and strategies.
4. Assessment of potential group dynamics that may be anticipated, i.e., challenges, defenses, transference, and countertransference issues that may arise.
5. Potential ethical issues that would need to be addressed.
6. Consideration of the rules and regulations of social work practice for the group leader and agency.

Each group member will take the role of Group Task Leader and assist the group in identifying group goals, analyzing the information, and discussing themes. Students will alternate in roles, with each student serving as group leader for at least one scheduled session (co-leadership is acceptable). At all times, groups should reflect adherence to social work values and ethics, including the maintenance of confidentiality of group members. Group members are encouraged to engage in this learning with positive expectations for both themselves and their groups.

Each member of the group must facilitate or co-facilitate at least one group. Students will be awarded 20 points based on active participation in each group for 10 points. The remaining 10 points will be awarded based on the percentage of total groups attended.

3. Critical Reflection Self-Evaluation Paper Assignments, 20%

The Critical Reflection Self-Evaluation paper aims to provide an opportunity for reflection on your personal and professional learning from class readings, discussions, group membership, and group leadership, as well as how these topics relate to your experiential small task group. It is expected that this paper will include reflection on the group experience (both as a member and leader), an analysis of the group (e.g.,

dynamics, leadership, conflict resolution, etc.), and an integration of the readings or other research.

The paper will be graded for overall critical analysis, thought, clarity, and organization.

APA format is not required; therefore, it is permissible to write from a first-person perspective.

The paper should be no longer than 5 pages and should include references.

4. Class Attendance and Participation, 20%

Your contribution and participation are essential components of your professional development as a group facilitator and co-facilitator. Active involvement in classroom discussions is a crucial element of this class.

Due to the format and content of this course, both attendance and active participation are essential for your learning and represent the best-case scenario for your success. Classroom activities and interactions play a vital role in your development as a professional social worker.

Even the most professional social worker will miss planned activities due to extenuating circumstances on occasion. If you are unable to attend class, please email me before class. If it is an emergency please reach out as soon as reasonably possible.

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 promptly and regularly, as well as participate in an interactive framework 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. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
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, and smartphones will be required. **Should class occur online, students must be present on camera as a professional courtesy towards their peer group and professor.** However, during synchronous, live classes, their use is approved only for class-related activities. Please refrain from “multitasking” during this time.
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. Do not record class sessions for confidentiality purposes.
5. Please mute cell phones and refrain from texting and other non-class activities 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 in assigning the final grade.
7. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend class and demonstrate through discussion that one has comprehended the readings will be considered in assigning the final grade.
8. Students are expected to both learn and demonstrate knowledge of group work intervention theories and skills. Students will demonstrate their level of applied knowledge of group work interventions and skills with discussions, exams, group participation, and written assignments.
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 course readings, PowerPoint presentations of lecture materials, and in-class exercises. Students can find support in using Canvas at the ITS Help Desk by calling (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m. or visiting <http://it.utexas.edu/>.
11. Class discussions, whether in person or online, ***will not be routinely recorded***. However, if any portion of a class meeting is ever recorded, it will be for the ***sole use of students in this course***. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. The information regarding violations of this policy, listed below in this syllabus under Section VIII (University Policies), will apply.

VIII. UNIVERSITY POLICIES

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

Date	Topic	Assignment Due	Readings/Assignment
Week 1 Class 1 6-5 Th	Introduction and overview of the course <ul style="list-style-type: none"> • Introductions • PPT – Orientation to the course. • Syllabus • Use of group work in practice. • Types of groups • Groups and the Multicultural Context 		No reading for this class.
Week 2 Class 2 6-10 T	Group Work <ul style="list-style-type: none"> • Evidence-based group work • Leadership/Co-leadership • Therapeutic Factors • Interpersonal Learning 	Complete readings before class. Participation in class discussion Pre-Small Task Group Meeting: Small groups will discuss the rotation of the group leadership role in the Task Group Meetings. Co-leadership is an option.	Corey, Ch 2 Group Leadership

		<p>The group will determine the responsibilities of the group leader and the roles and responsibilities of the other group members. Can be reassessed as needed.</p> <p>The designated leader will facilitate the next class Task Group Meeting.</p>	
<p>Class 3 6-12 Th</p>	<p>Professional ethics in our work with clients</p> <ul style="list-style-type: none"> Organizing and planning; Ethical considerations; Rights of group participants; Impact of leader and co-leader actions in the group. 	<p>3-part Small Group exercise: #1 Task Group Meetings: Part 1 - Organizing and planning for an elementary school children’s social skills group.</p>	<p>TSWBE Rulebook: Subchapter B Rules of Practice (in Canvas)</p> <ul style="list-style-type: none"> 781.301 Code of Conduct, pg. 96 781.302 (c) The Practice of Social Work, pg. 97 781.303 General Standards of Practice, pgs. 99 and 100 781.304 Relationships with Clients, pg. 100-102 <p>Corey, Ch. 3 Ethical and Professional Issues in Group Practice</p>
<p>Week 3 Class 4 6-17 T</p>	<p>Group formation and development</p> <ul style="list-style-type: none"> Group Formation and Early Stages; Working stage of group; The selection of clients; Challenging group members; Working with conflict. 	<p>3-part Small Group Exercise #2 Task Group Meetings: Part 2 - considerations for group formation, early stage development issues that may arise, and managing conflict.</p>	<p>Corey, Ch. 4, Early Stages in the Development of a Group</p> <p>Article: Offensive Behaviors in Groups: Challenges & Opportunities (Wayne & Gitterman, in Canvas)</p>
<p>6-19 TH</p>	<p>HOLIDAY</p>	<p>NO CLASS</p>	<p>NO CLASS</p>
<p>Week 4 Class 5 6-24 T</p>	<p>Group Cohesion</p> <ul style="list-style-type: none"> Group Formation and Early Stages Working stages of the groups The selection of clients 	<p>3-part Small Group Exercise #3 Task Group Meetings: Part 3 - Multicultural considerations</p>	<p>Corey, Ch. 5, pgs. 77-87 (1st part), Later Stages in the Development of a Group</p> <p>Article: Cohesion in group psychotherapy, (Burlingame, McClenan & Alonso article in Canvas)</p>

	<ul style="list-style-type: none"> • Challenging group members • Working with conflict 		Article: Group therapy trainees' social learning and interpersonal awareness: The role of cohesion in training groups. (Kivlighan et. al. in Canvas)
Class 6 6-26 Th	Critically Reflective Practice What is critically reflective practice?	#4 Task Group Meetings: Apply the principles of critically reflective practice to assess your group's functioning and identify any necessary changes. (Repeat periodically)	Article: Developing Critically Reflective Practice. (Thompson & Pascale article in Canvas)
Week 5 Class 7 7-1 T	Psychoanalytic Approach and Group Work <ul style="list-style-type: none"> • Key concepts of the psychoanalytic approach • Working with children and teens • Types of groups • Film: The Breakfast Club 	#5 Task Group Meetings: Can you employ a psychoanalytic approach in group work with teens? <ul style="list-style-type: none"> • Discussion and critical analysis of the case study. 	Corey, Ch. 6, The Psychoanalytic Approach to Groups, pgs. 99-112. Article: Adventure-based group therapy to promote social skills in adolescents. (Tucker, A.R., article in Canvas)
Class 8 7-3 Th	Psychoanalytic Approach, and Group Work <ul style="list-style-type: none"> • Group presentation 	Group 1 Case Presentation: The Breakfast Club Working with Teens Using a Psychoanalytic Group Approach Task Groups will provide their critical analysis and feedback on the case study.	Corey, Ch. 6, The Psychoanalytic Approach to Groups, pgs 113-127.
Week 6 Class 9 7-8 T	Person-Centered Approach, and Group Work <ul style="list-style-type: none"> • Key concepts of the person-centered approach • Working with older adults • Types of groups • Film: A Man Called Otto 	#6 Task Group Meeting: Can you employ a person-centered approach in group work with older adults? <ul style="list-style-type: none"> • Discussion and critical analysis of the case study. 	Corey, Ch. 10, The Person-Centered Approach to Groups, pgs. 208-224. Article: Group Work with Older Adults. Wilson & Rice article in Canvas). Article: Lessons learned from ballroom dancing with older adults. (Rodio & Holmes article in Canvas).

<p>Class 10 7-10 Th</p>	<p>Person-Centered Approach, and Group Work</p> <ul style="list-style-type: none"> • Group presentation 	<p>Group 2 Case Presentation: A Man Called Otto Working with Older Adults Using a Person-Centered Group Approach</p> <p>Task groups will provide their critical analysis and feedback on the case study.</p>	<p>Corey, Ch. 10 The Person Centered Approach to Groups, pgs. 225-233.</p>
<p>Week 7 Class 11 7-15 T</p>	<p>Cognitive Behavioral Approach, and Group Work</p> <ul style="list-style-type: none"> • Key concepts of the person-centered approach • Working with Indigenous Populations • Types of groups • Film: Smoke Signals 	<p>#7 Small Group Meeting: Can you employ a CBT approach in group work with Indigenous populations?</p> <ul style="list-style-type: none"> • Discussion and critical analysis of the case study. 	<p>Corey, Ch. 12 Cognitive Behavioral Approaches to Groups, pgs. 265-276.</p> <p>Article: A Comparative Study on the Efficacy of Group Positive Psychotherapy and Group Cognitive Behavioral Therapy on Flourishing, Happiness and Satisfaction with Life: A Randomized Controlled Trial. (Furchtlenur, et al. in Canvas)</p> <p>Article: An Earth-Centered Psycho-educational Counseling Group for Native American College Students. (Fernando et. al., in Canvas)</p>
<p>Class 12 7-17 Th</p>	<p>Cognitive Behavioral Approach and Group Work</p> <ul style="list-style-type: none"> • Group presentation 	<p>Group 3 Presentation: Smoke Signals Working with Traumatized Adults Using a CBT Group Approach</p> <p>Task Groups will provide their critical analysis and feedback on the case study.</p>	<p>Corey, Ch. 12 Cognitive Behavioral Approaches to Groups, pgs. 284-291.</p>
<p>Week 8 Class 13 7-22 T</p>	<p>Solution-Focused Brief Therapy and Motivational Interviewing, and Group Work</p> <ul style="list-style-type: none"> • Key concepts of the person-centered approach • Working with trauma survivors of natural disasters. • Types of groups • Film: The Impossible 	<p>#8 Small Group Meeting: Can you employ an SFBT and MI approach in group work with trauma survivors?</p> <ul style="list-style-type: none"> • Discussion and critical analysis of the case study. 	<p>Corey, Ch. 15 SFBT and MI in Groups, pgs. 328-336.</p> <p>Article: Bereavement and Mental Health after Sudden and Violent Losses: A Review. (Kristensen, P., et al., in Canvas)</p> <p>Article: Secondary trauma: How working with trauma survivors affects therapists. (Hesse, A.R., in Canvas)</p>

Class 14 7-24 Th	Solution-Focused Brief Therapy and Motivational Interviewing, and Group Work <ul style="list-style-type: none"> Group presentation 	Group 4 Presentation: The Impossible Working with Trauma Survivors Using an SFBT & MI Group Approach. Task Groups will provide their critical analysis and feedback on the case study.	Corey, Ch. 15 SFBT and MI in Groups, pgs. 340-352.
Week 9 Class 15 7-29 T	Class Wrap-up! A final review of the material.		Critical Reflection Self-Evaluation Paper (no more than five pages). Due Date: 8/2 by 11:59 PM.

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