

# Instructor/TA Info

## Instructor Information

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# Course Information

## Description

Social Work 663, *Social Work Practice with Groups*, is a required course in the second year of the MSW program that emphasizes both engaging with groups and intervening with groups. The content and process of this course provides students with an integrated seminar experience that links group work theory with practice, while incorporating social work values. Throughout this course, special attention will be given to dealing with interpersonal dynamics that occur in group work. Students will be expected to demonstrate this in class, and to receive and extend feedback effectively and professionally.

## Materials

Item	Price (new)	Price (used)
 <a href="#">Theory and Practice of Group Psychotherapy 6e</a> <i>Required</i> by Yalom, I	75.00	56.25

## Learning Outcomes

### CSWE 2015 Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities  
Links to BYU AIM: Lifelong Learning and Service (service)

### CSWE 2015 Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities  
Links to BYU AIM: Lifelong Learning and Service (service)

## Assessing Competency

The following points outline how *Competency 6* will be assessed in this course, including the corresponding Dimension(s) (in italics) necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further detail):

- Readiness Assessment Tests 1 & 2 will assess students' *knowledge* of engaging group members.
- The in-class group demonstrations and feedback assignments will assess *values*, *skills*, and *processes* relevant for students to engage group members.
- Question 5 of the Group Work Paper will assess students' *knowledge* of engaging group members.
- Each non-test week during Modules 1 & 2, students will post a point, idea, or concept that they find important from their reading of the social work literature on group work. The quality of substance in the post will assess students' *knowledge* of and *values* toward engaging people in group.

In order to be considered competent for *Competency 6*, students must pass three of the four above assessment points with an 80% or better. If a student is not competent on this competency, he/she will follow remediation instructions in the MSW Student Handbook

The following points outline how *Competency 8* will be assessed in this course, including the corresponding Dimension(s) (in italics) necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further detail):

- Readiness Assessment Tests 3 & 4 will assess students' *knowledge* of intervening with group members.
- The in-class group demonstrations and feedback assignments will assess *values*, *skills*, and *processes* relevant for students to intervene with group members.
- Question 6 of the Group Work Paper will assess students' *knowledge* of intervening with group members.
- Each non-test week during Modules 3 & 4, students will post a point, idea, or concept that they find important from their reading of the social work literature on group work. The quality of substance in the post will assess students' *knowledge* of and *values* toward intervening with people in group.

In order to be considered competent for *Competency 8*, students must pass three of the four above assessment points with an 80% or better. If a student is not competent on this competency, he/she will follow remediation instructions in the MSW Student Handbook.

## Participation Policy

Students are expected to attend class, read what is assigned and be prepared for class discussion, complete assignments on time, respect others by limiting distractions (e.g., using laptops, tablets, cell phones), and appropriately participating.

## Attendance Policy

Students are expected to attend each class and arrive on time, and post content online via Digital Dialog. If two or more classes or online Digital Dialog posts are missed, students will not earn any credit for class preparation and participation.

## Grading Policy

Students are expected to submit assignments on time. Assignments submitted after the deadline (even by one minute) will be penalized by a reduction of 5% of the final score for each hour past the deadline. For example, if the deadline is 11:59pm and a student submits the assignment at 12:05am, that student's final score will be penalized by 5%. If another student submits their assignment at 1:30am, they will be penalized with a 10% reduction in their final score. And so on. Allowances for late assignments will be considered on a case-by-case basis, but the student must consult with the instructor prior to the deadline when possible.

## Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

# Assignments

## Assignment Descriptions

### RAT 1

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Sep

12

Due: Tuesday, Sep 12 at 9:00 am

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Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 1 will cover ONLY the readings from the Yalom and Leszcz text assigned to MODULE 1 on the schedule. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students. RAT 1 will be used to assess Competency 6 listed in the syllabus under Learning Outcomes.

### First Group Demonstration

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Sep

19

Due: Tuesday, Sep 19 at 8:15 am

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Each team will have three opportunities to demonstrate social work practice in a group. This will involve simulating the group experience in front of the class. Each group will be led by two co-facilitators. The group topics can vary, but prior to each demonstration, the co-facilitators are to meet with the instructor for approval on the group topic and to discuss strategy for running the group. Because it is expected that each class member will have the opportunity to co-facilitate a group demonstration, we may need to adapt, on occasion, the number of facilitators to three. After each demonstration, the demonstrating team will write a brief 3-5 page report on their experience that will include discussion on what went well and discussion on where they think they can improve. Specific instructions and a grading rubric can be found in the content folder on Learning Suite. This assignment will assess Competency 6 and Competency 8 listed in the syllabus under Learning Outcomes.

### RAT 2

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Oct

03

Due: Tuesday, Oct 03 at 9:00 am

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Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 2 will cover ONLY the readings from the Yalom and Leszcz text assigned to MODULE 2 on the schedule. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students. RAT 2 will be used to assess Competency 6 listed in the syllabus under Learning Outcomes.

### Second Group Demonstration

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Oct

17

Due: Tuesday, Oct 17 at 8:15 am

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Each team will have three opportunities to demonstrate social work practice in a group. This will involve simulating the group experience in front of the class. Each group will be led by two co-facilitators. The group topics can vary, but prior to each demonstration, the co-facilitators are to meet with the instructor for approval on the group topic and to discuss strategy for running the group. Because it is expected that each class member will have the opportunity to co-facilitate a group demonstration, we may need to adapt, on occasion, the number of facilitators to three. After each demonstration, the demonstrating team will write a brief 3-5 page report on their experience that will include discussion on what went well and discussion on where they think they can improve. Specific instructions and a grading rubric can be found in the content folder on Learning Suite. This assignment will assess Competency 6 and Competency 8 listed in the syllabus under Learning Outcomes.

## RAT 3

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Nov

07

Due: Tuesday, Nov 07 at 9:00 am

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Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 3 will cover ONLY the readings from the Yalom and Leszcz text assigned to MODULE 3 on the schedule. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students. RAT 3 will be used to assess Competency 8 listed in the syllabus under Learning Outcomes.

## Third Group Demonstration

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Nov

14

Due: Tuesday, Nov 14 at 8:15 am

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Each team will have three opportunities to demonstrate social work practice in a group. This will involve simulating the group experience in front of the class. Each group will be led by two co-facilitators. The group topics can vary, but prior to each demonstration, the co-facilitators are to meet with the instructor for approval on the group topic and to discuss strategy for running the group. Because it is expected that each class member will have the opportunity to co-facilitate a group demonstration, we may need to adapt, on occasion, the number of facilitators to three. After each demonstration, the demonstrating team will write a brief 3-5 page report on their experience that will include discussion on what went well and discussion on where they think they can improve. Specific instructions and a grading rubric can be found in the content folder on Learning Suite. This assignment will assess Competency 6 and Competency 8 listed in the syllabus under Learning Outcomes.

## RAT 4

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Nov

28

Due: Tuesday, Nov 28 at 9:00 am

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Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 4 will cover ONLY the readings from the Yalom and Leszcz text assigned to MODULE 4 on the schedule. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students. RAT 4 will be used to assess Competency 8 listed in the syllabus under Learning Outcomes.

## Demonstration Feedback

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Dec

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Due: Tuesday, Dec 12 at 10:50 am

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Teams not involved in the demonstration will collaborate afterward to develop substantive feedback to give the demonstrating team in-class. The purpose is to give the demonstrating team feedback that will help them grow and for the team giving the feedback to practice to so in a substantive manner. The feedback will be written, turned in to the instructor and graded. The grading rubric can be found in the content folder on Learning Suite. This assignment will assess Competency 6 and Competency 8 listed in the syllabus under Learning Outcomes.

## Student Ratings

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Dec

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Due: Tuesday, Dec 12 at 11:59 pm

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## Digital Dialog OR Devotional

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Dec

12

Due: Tuesday, Dec 12 at 11:59 pm

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On weeks when students **do not** take RATs, they will post on Digital Dialog a point, idea, or concept that they find important or interesting from an article listed in the schedule for the respective module.

**OR**

On weeks when students **do not** take RATs, they will post on Digital Dialog a point, idea, or concept that they find important or interesting from that week's BYU Devotional.

\*Selected posts might be used in class to facilitate discussions or other activities to further students' interest in and understanding of social work practice with groups.

## **Class Participation**

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**Dec**

**12** Due: Tuesday, Dec 12 at 11:59 pm

Students will be expected to attend class prepared to participate in class discussions, activities, etc. If two or more classes are missed, students will not earn any credit for class participation. The purpose of class participation is to learn not only course content, but how to ask thoughtful questions, work in a team, and facilitate meaningful discussions.

This assignment will assess Competency 6 and Competency 8 listed in the syllabus under Learning Outcomes.

## **Group Work Paper**

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**Dec**

**19** Due: Tuesday, Dec 19 at 11:59 pm

For this assignment, you will write a scholarly paper on some aspect of group work that is of interest to you. For example, you may choose to write a paper on group cohesiveness. Or, as another example, you may choose to write a paper on group work with a specific population such as group work with clients with substance use disorders. A detailed description of this assignment and a grading rubric will be found in the content folder on Learning Suite. This assignment will assess Competency 6 and Competency 8 listed in the syllabus under Learning Outcomes.

# University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> for help.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor

carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Program Outcomes/Assessment

Each program at BYU has developed a set of expected student learning outcomes. For the School of Social Work these include the 9 Core Competencies required by the Council on Social Work Education (CSWE) as well as the four aims of a BYU Education. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the program, go to <https://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the School of Social Work. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to [FHSS@byu.edu](mailto:FHSS@byu.edu).

## Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

## FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement<sup>i</sup>, the BYU honor code<sup>ii</sup>, and principles of Christian discipleship<sup>iii</sup>. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"<sup>iv</sup>. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"<sup>v</sup> "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."<sup>vi</sup> It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."<sup>viii</sup> To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

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<sup>i</sup> "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

<sup>ii</sup> "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

<sup>iii</sup> "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; [https://medium.com/@Ch\\_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37](https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37)

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

<sup>iv</sup> Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

<sup>v</sup> Elder M. Russell Ballard, "The Trek Continues", October, 2017

<sup>vi</sup> President Russell M. Nelson, "The Love and Laws of God", September, 2019

# Schedule

Date	Column 1	Column 2
Week 1		
T Sep 05 Tuesday	<p><b>Start of Classes</b></p> <p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Formation of teams</li> <li>• Introductory discussion of social work practice with groups</li> </ul>	
Week 2		
T Sep 12 Tuesday	<p><b>MODULE 1: THERAPEUTIC FACTORS AND INTERPERSONAL LEARNING</b></p> <p><b>Readings:</b></p> <p style="padding-left: 20px;"><b>Text</b></p> <ul style="list-style-type: none"> <li>• CH 1-4 of The Theory and Practice of Group Psychotherapy</li> </ul> <p style="padding-left: 20px;"><b>Articles</b></p> <ul style="list-style-type: none"> <li>• AASWG. (2015). Standards for social work practice with groups. Retrieved from <a href="http://www.iaswg.org/assets/docs/Resources/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf">http://www.iaswg.org/assets/docs/Resources/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf</a></li> <li>• Drumm, K. (2006). The essential power of group work. <i>Social Work With Groups</i>, 29(2–3), 17–31. <a href="http://doi.org/10.1300/J009v29n02_02">http://doi.org/10.1300/J009v29n02_02</a></li> <li>• Gumpert, J., &amp; Black, P. N. (2006). Ethical issues in group work: What are they? How are they managed? <i>Social Work With Groups</i>, 29(4), 61–74. <a href="http://doi.org/10.1300/J009v29n04_05">http://doi.org/10.1300/J009v29n04_05</a></li> <li>• Nadel, M., &amp; Scher, S. (2022). Linkages: Settlement houses, summer camps, and the origins of social group work. <i>Social Work with Groups</i>, 1–14. <a href="https://doi.org/10.1080/01609513.2022.2113250">https://doi.org/10.1080/01609513.2022.2113250</a></li> </ul> <p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>• RAT</li> <li>• Lecture on and discussion of readings</li> <li>• Application Activity</li> </ul>	<p><b>Devotional: President and Sister Reese RAT 1</b></p>
Week 3		
T Sep 19 Tuesday	<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>• Lecture on and discussion of readings</li> <li>• Application activity</li> </ul>	<p><b>Presidential Inauguration First Group Demonstration</b></p> <p style="text-align: center;">Group Demonstration (Team 1)</p> <p><b>Digital Dialog Post</b></p>
Week 4		
T Sep 26 Tuesday	<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>• Lecture on and discussion of readings</li> <li>• Application activity</li> </ul>	<p><b>Forum: Akhil Reed Amar</b></p> <p><b>First Group Demonstration</b></p>

Week 5

T Oct 03 Tuesday

**MODULE 2: BASIC TASKS OF GROUP WORK & WORKING IN THE HERE-AND-NOW**

**Readings:**

**Text**

- CH 5-6 of *The Theory and Practice of Group Psychotherapy*

**Articles**

- Jones, L. V., & Warner, L. A. (2011). Evaluating culturally responsive group work with black women. *Research on Social Work Practice, 21*(6), 737–746. <http://doi.org/10.1177/1049731511411488>
- Kurland, R. (2006). Planning: The neglected component of group development. *Social Work With Groups, 28*(3–4), 9–16. [http://doi.org/10.1300/J009v28n03\\_02](http://doi.org/10.1300/J009v28n03_02)
- Kurland, R., & Salmon, R. (2006). Purpose: A misunderstood and misused keystone of group work practice. *Social Work With Groups, 29*(2–3), 105–120. [http://doi.org/10.1300/J009v29n02\\_08](http://doi.org/10.1300/J009v29n02_08)
- Macgowan, M. J., & Wong, S. E. (2015). Improving student confidence in using group work standards a controlled replication. *Research on Social Work Practice, 27*(4), 434-440. <http://doi.org/10.1177/1049731515587557>
- LaRocque, S., Popiel, M., Este, D., Pelech, W., Pillay, R., Nicholas, D., & Kilmer, C. (2022). Responding to diversity in groups: Exploring professional uses of self. *Social Work with Groups, 45*(3–4), 370–386. <https://doi.org/10.1080/01609513.2021.1953284>

**Agenda:**

- RAT
- Lecture on and discussion of readings
- Application activity

**Devotional: Abigail Allen RAT 2**

Week 6

T Oct 10 Tuesday

**Agenda:**

- Lecture on and discussion of readings
- Application activity

**Devotional: Elder Allen D. Haynie**  
**First Group Demonstration**  
Group Demonstration (Team 3)  
**Digital Dialog Post**

Week 7

T Oct 17 Tuesday

**Agenda:**

- Lecture on and discussion of readings
- Application activity

**Homecoming Opening Ceremony 2023**  
**Second Group Demonstration**  
Group Demonstration (Team 1)  
**Digital Dialog Post**

Week 8		
T Oct 24 Tuesday	<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>• Lecture on and discussion of readings</li> <li>• Application activity</li> </ul>	<p><b>Devotional: Sister Kristin M. Yee</b></p> <p><b>Second Group Demonstration</b></p> <p>Group Demonstration (Team 2)</p> <p><b>Digital Dialog Post</b></p>
Week 9		
T Oct 31 Tuesday	<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>• Lecture on and discussion of readings</li> <li>• Application activity</li> </ul>	<p><b>Forum: Speaker TBD</b></p> <p><b>Second Group Demonstration</b></p> <p>Group Demonstration (Team 3)</p> <p><b>Digital Dialog Post</b></p>
Week 10		
T Nov 07 Tuesday	<p><b>MODULE 3: THE BEGINNING AND ADVANCED STAGES OF GROUP</b></p> <p><b>Readings:</b></p> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• CH 10-11 of <i>The Theory and Practice of Group Psychotherapy</i></li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Hyde, B. (2013). Mutual aid group work: Social work leading the way to recovery-focused mental health practice. <i>Social Work With Groups</i>, 36(1), 43–58. <a href="http://doi.org/10.1080/01609513.2012.699872">http://doi.org/10.1080/01609513.2012.699872</a></li> <li>• Morton, S., &amp; Hohman, M. (2016). “That’s the weight of knowing”: Practitioner skills and impact when delivering psychoeducational group work for women who have experienced IPV. <i>Social Work with Groups</i>, 0(0), 1–15. <a href="http://doi.org/10.1080/01609513.2015.1052915">http://doi.org/10.1080/01609513.2015.1052915</a></li> <li>• Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. <i>Social Work With Groups</i>, 35(3), 287–296. <a href="http://doi.org/10.1080/01609513.2012.656233">http://doi.org/10.1080/01609513.2012.656233</a></li> <li>• Steinberg, D. M. (2010). Mutual aid: A contribution to best-practice social work. <i>Social Work With Groups</i>, 33(1), 53–68. <a href="http://doi.org/10.1080/01609510903316389">http://doi.org/10.1080/01609510903316389</a></li> <li>• Kurz, B., Letendre, J., Nieman, P., Smith Cohen, L., &amp; Beebe, G. (2020). Group work is ... powerful! This stuff changes ... lives: Training on group processes for facilitators of curriculum-based groups. <i>Social Work with Groups</i>, 43(4), 318–333. <a href="https://doi.org/10.1080/01609513.2019.1670122">https://doi.org/10.1080/01609513.2019.1670122</a></li> </ul> <p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>• RAT</li> <li>• Lecture on and discussion of readings</li> <li>• Application activity</li> </ul>	<p><b>Devotional: Elder Gary B. Sabin</b></p> <p><b>RAT 3</b></p>
Week 11		
T Nov 14 Tuesday	<p><b>Agenda:</b></p>	<p><b>Devotional: Elder Quentin L. Cook</b></p>

	<ul style="list-style-type: none"> <li>Lecture on and discussion of readings</li> <li>Application activity</li> </ul>	<b>Digital Dialog Post</b> <b>Third Group Demonstration</b> Group Demonstration (Team 1)
Week 12		
T Nov 21 Tuesday	<b>Friday Instruction</b>	
Week 13		
T Nov 28 Tuesday	<b>MODULE 4: TRANSFERENCE, GROUP COMPOSITION AND PROBLEM GROUP MEMBERS</b> <b>Readings:</b> <b>Text</b> <ul style="list-style-type: none"> <li>CH 7, 8 &amp; 12 of <i>The Theory and Practice of Group Psychotherapy</i></li> </ul> <b>Articles</b> <ul style="list-style-type: none"> <li>Fleischer, L. (2016). Countertransference challenges in working with diversity: A group worker reflects. <i>Social Work with Groups, 0</i>(0), 1–5. <a href="http://doi.org/10.1080/01609513.2015.1070637">http://doi.org/10.1080/01609513.2015.1070637</a></li> <li>Rose, S. D., &amp; Chang, H. S. (2010). Motivating clients in treatment groups. <i>Social Work With Groups, 33</i>(2–3), 260–277. <a href="http://doi.org/10.1080/01609510903551241">http://doi.org/10.1080/01609510903551241</a></li> <li>Wayne, J., &amp; Gitterman, A. (2004). Offensive behavior in groups: Challenges and opportunities. <i>Social Work With Groups, 26</i>(2), 23–34. <a href="http://doi.org/10.1300/J009v26n02_03">http://doi.org/10.1300/J009v26n02_03</a></li> <li>Brown, M., &amp; Jarldorn, M. (2023). Overcoming fear of conflict in group work: Reflections from practice and teaching. <i>Social Work with Groups, 1–16</i>. <a href="https://doi.org/10.1080/01609513.2023.2220115">https://doi.org/10.1080/01609513.2023.2220115</a></li> </ul> <b>Agenda:</b> <ul style="list-style-type: none"> <li>RAT</li> <li>Lecture on and discussion of readings</li> <li>Application Activity</li> </ul>	<b>Forum: W. Bradford Wilcox</b> Group Demonstration (Team 2) <b>Third Group Demonstration</b> <b>RAT 4</b>
Week 14		
T Dec 05 Tuesday	<b>Agenda:</b> <ul style="list-style-type: none"> <li>Lecture on and discussion of readings</li> <li>Application activity</li> </ul>	<b>Devotional: Elder Matthew L. Carpenter</b> <b>Third Group Demonstration</b> Group Demonstration (Team 3) <b>Digital Dialog Post</b>
Week 15		
T Dec 12 Tuesday	<b>Last Day of Class</b> <b>Agenda:</b> <ul style="list-style-type: none"> <li>Lecture on and discussion of readings</li> </ul>	<b>Devotional: Speaker TBD</b> <b>Digital Dialog Post</b> <b>Demonstration Feedback</b> <b>Class Participation</b>

	Application activity	Digital Dialog OR Devotional Student Ratings
Week 16		
M Dec 18 Monday	<b>Final Exam Day</b>	
T Dec 19 Tuesday	<b>Final Exam Day</b>	