I. COURSE DOMAIN AND BOUNDARIES

This course builds upon the knowledge and skills offered in Social Work Practice with Individuals, Families and Groups. Systems thinking and other theoretical approaches to group work practice are discussed with an emphasis on their application to group work with a variety of oppressed and disadvantaged populations. These approaches encompass professional use of self, professional ethics and values, formulation of group goals or desired outcomes, development and implementation of evidence-based treatment intervention plans, and evaluation of outcomes. The course will increase student group work facilitation skills such as group composition, facilitating group formation, management of group conflict, etc. The role of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability are addressed as they pertain to both group members and group leaders. This course relies considerably upon experiential methods.

II. MSW COMPETENCIES ADDRESS IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 | emphasize |
| Engage diversity and difference in practice. | C2 | emphasize |
| Engage in practice-informed research and research-informed practice. | C4 | reinforce |
| Engage with individuals, families, groups, organizations, and communities | C6 | emphasize |
| Assess individuals, families, groups, organizations, and communities | C7 | emphasize |
| Intervene with individuals, families, groups, organizations, and communities | C8 | emphasize |
| Evaluate individuals, families, groups, organizations, and communities | C9 | reinforce |
III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

*Student Handbook 2019*

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning
activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah.
Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V READINGS

Required textbooks are available on Reserve in the Brown School library and for purchase from the WUSTL Bookstore. A limited number of recommended text books are available for purchase from the WUSTL Bookstore. Readings are due the day they are listed in the syllabus.

Required Texts:


Recommended (optional) Texts:


REQUIRED JOURNAL ARTICLES ARE ELECTRONICALLY AVAILABLE ON CANVAS FOR THIS COURSE. The instructor may also distribute additional articles in class and may post additional materials on Canvas.

VI. ORGANIZATION OF COURSE

The advanced group work class will utilize both didactic and experiential learning techniques. The didactic knowledge will include: 1) empirical research on group behavior; 2) theoretical basis for group practice; and 3) relevant practice paradigms and ethics. Experiential knowledge will be focused on skills development that lead to applied knowledge of forming, conducting, and terminating groups. Lectures, readings, discussions, and assignments will help acquire the necessary knowledge base for an informed group work practice.

Experiential group facilitation skills rehearsals. There are two different skills rehearsal opportunities in this course. The first is an 8 week long experiential “stress management for graduate students” group, where students will participate as members of the group for 7 sessions and as a facilitator of the group for 1 session. The group will meet for approximately 50 minutes for each session during weeks 4 through 11 of the semester. The second skills rehearsal opportunity will be a 30 minute co-facilitated session from the group work curriculum that students will work in partners to create. The group work curriculum topic and structure will be determined by the partners and they will select one section of one lesson plan to demonstrate with the rest of the class. Other students will be given roles to play during the demonstration. These demonstrations will occur during weeks 12 – 14 of the semester. Additional details regarding these skills rehearsals are found in the assignments section of the syllabus.

VII. ROLE OF FACULTY AND STUDENT

The classroom environment is the mutual responsibility of the instructors and the students.

Instructor and Teaching Assistant Expectations: The instructor and TA will lecture, facilitate class discussions and experiential exercises, model and encourage open discussion, and foster an environment in which students’ values, knowledge and experiences can be explored and their diverse perspectives can be understood, respected and critically examined. The instructor and TA will also provide readings, assignment information, and be available for consultation and feedback. Assignments will be returned in a timely manner. The instructor and TA invite students to give feedback and suggestions throughout the course.

Student Expectations: Both class attendance and participation are expected. Students are expected to read the assigned readings and review any required materials prior to class sessions and come prepared to discuss these in class. Students are expected to share your knowledge,
experience, comments, feedback, and alternative opinions. Students are expected to maintain personal and professional boundaries at all times in discussions and skills rehearsals.

**USE OF CANVAS:**
Students are encouraged to review Canvas on a regular basis and utilize the technology appropriately to enhance their learning experience.

**FOR SCHEDULING APPOINTMENTS WITH THE INSTRUCTOR DURING REGULAR OFFICE HOURS:**
- There is a calendar feature in Canvas which allows students to see the instructor’s open office hours each week. If you need to meet with the instructor and can meet during those office hours, please use the Canvas calendar feature to sign up for a 30 minute slot. If (and only if) you cannot meet during the open office hours, please email the instructor with at least 3 other day/time combinations that would work for you.

**FOR POWERPOINT LECTURES AND OTHER COURSE CONTENT:**
- The instructor will post powerpoint slides from class lectures, additional readings, handouts and links to useful websites and other relevant resources.
- The instructor may use a “flipped classroom” model wherein students will need to review slides or video content in advance of class in order to use class time for skill building and application of content. These materials will be posted on Canvas and an announcement will be emailed to students in advance of class to remind them to review the materials.
- Many of the supplemental resources will be valuable throughout your career, please take the time to review these and download or bookmark them throughout the semester. In addition, use of the resources in the “supplemental resources” folders is a requirement as references in assignments for the course.

**DISCUSSION BOARDS:**
- There is a discussion board specifically for ongoing thoughts, ideas and questions about course content (beyond assignments). Students are encouraged to subscribe to this forum to receive notifications about new posts and replies. You may post a new thread or respond to a thread posted by a classmate or by the instructor or TA.
- There is a separate discussion board for assignment questions. This is the place to post your questions about assignments. Students are encouraged to subscribe to this forum to receive notifications about new posts and replies. Please review this discussion board before sending a personal e-mail to the instructor. All posted questions will receive a response from the instructor within 24 hours during the week but the discussion board is not always reviewed on the weekends, please plan accordingly.

**FOR GROUP GRADED ASSIGNMENT:**
- Partners will be given a dedicated Canvas group page to communicate with each other about the group graded assignment. This page (accessed through the “groups” section of Canvas) will have a discussion board and file sharing options which only other group members and the instructor and TA will be able to access. Students are encouraged to use the file sharing feature to post and edit sections of the paper.
VIII. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS

<table>
<thead>
<tr>
<th>Graded Assignments:</th>
<th>Competencies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator Preparation and Progress Notes</td>
<td>C1, C2, C6, C7, C8</td>
<td>Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Group Session Journals</td>
<td>C1, C2, C6, C7, C8</td>
<td>Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Group Model Design Paper</td>
<td>C1, C2, C4, C7, C8, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Group Model Cofacilitated Skills Demonstration</td>
<td>C1, C2, C4, C7, C8, C9</td>
<td>Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Facilitation Skills Rehearsal And Debrief</td>
<td>C1, C2</td>
<td>Skills, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IX. ASSIGNMENTS AND GRADING CRITERIA

Detailed assignment sheets and scoring scales will be provided in class and on Canvas at least two weeks before due dates.

1) FACILITATOR PREPARATION AND PROGRESS NOTES: During the “stress management for graduate students” group, each student will facilitate one session of the group. For this session, students are responsible for creating a preparation note in advance of their facilitated session and a progress note immediately following their facilitated session. The preparation note will be submitted on Canvas by 12 noon on the day of their facilitated session. The progress note will be submitted on Canvas by 5:00 p.m. on Friday of the week of their facilitated session.

The preparation and progress notes are worth a combined 15% of the total grade for the course and are due electronically to Canvas as described above.

2) GROUP SESSION JOURNAL: Each student is will be responsible for maintaining a journal based on their participation in the “stress management for graduate students” group. This journal will be used to supplement classroom and experiential learning. Each week, the student will utilize the readings and course content as background information to respond to specific journal prompts as they reflect on their experiences in the group. Journal prompts will be provided in class. The journal will be submitted for grading 4 times during the 8 week group. 4 journal submissions are worth a combined 30% of the total grade for the course and are due electronically on Canvas by 5:00 p.m. each Friday during weeks 4 through 11.

3) GROUP MODEL DESIGN PAPER: Students will be assigned as partners to design a group model for a specific client population or geared towards a specific physical or behavioral health problem. The group design paper will include a review of the needs of the population, an empirical rationale for the structure and composition of the group, a curriculum with multiple lesson plans and a group evaluation plan. Partners will receive the same grade for this paper. The group model design paper is worth 25% of the total grade for the course and will be
submitted in hard copy in class on the day of your assigned skills demonstration (weeks 12, 13 or 14).

4) **GROUP MODEL COFACILITATED SKILLS DEMONSTRATION:** The student partners will be responsible for conducting a 30 minute co-facilitated session from the group model design they created. (Other students will be in the roles of group members). Partners will also be responsible for leading a debrief/ process session with the rest of the class following their skills demonstration. These demonstrations will occur during weeks 12, 13 and 14 of the semester. Partners will receive the same grade for this skills demonstration. **The group model skills demonstration is worth 10% of the total grade for the course and will conducted in class as assigned (weeks 12, 13 or 14).**

**NOTE:** Preparation time for these group model assignments will be given during a class session, however, partners are expected to meet outside of class and use the dedicated page in Canvas in order to prepare.

5) **FACILITATION SKILLS REHEARSAL AND DEBRIEF PARTICIPATION:** Because this course is highly “hands on” appropriate participation in all of the experiential activities are crucial and expected and graded as such. **Skills rehearsal and debrief participation are worth 10% of the total grade for the course and will be assessed on an ongoing basis.**

6) **CLASS ATTENDANCE AND PROFESSIONALISM:**

On-time attendance and appropriate participation are expected and graded accordingly. Role plays are a significant component of your participation grade and are to be treated as “real world” practice.

Do not ask if you will miss anything if you are absent, of course you will: content is covered each week! Your presence or absence will affect the learning environment for you and your classmates. Therefore, **each absence from class will result in a minimum of 10 points (1%) deduction in participation grade,** considerati ons will be made for professional or personal emergency situations on a case-by-case basis.

If you must be absent from class, you can use the options listed under “extra credit opportunities” to make up a portion of the participation points.

Appropriate professional behaviors are expected. **Unprofessional behaviors (including but not limited to: arriving late, leaving early, falling asleep, inappropriate use of technology and social media during class, expressing intolerance for differing viewpoints) will result in a minimum of 5 point deduction in participation grade.**

**Participation beyond class sessions is also a requirement for this course.** Completing the course evaluations online at the middle and end of the semester will be factored into your participation grade. **Final evaluations must be submitted by the date announced in class and on Canvas to be considered for your participation grade.**
Class attendance and professionalism are worth 10% of your final grade and will be assessed on an ongoing basis.

**POLICY ON LATE ASSIGNMENTS:** Late assignments will be penalized a minimum of 20% of the possible points for each day’s tardiness and PRE-APPROVED extensions will only be granted up to 1 week, after that time, assignments will be given a zero. Please see the instructor in advance of the due date if there are extenuating circumstances (injury, illness, birth or death in the family).

**EXTRA CREDIT OPPORTUNITIES** (you may receive up to 10 total extra credit points, (1%) added to your participation grade, from any combination of the options below)

1. Submission of the journal beyond the 4 required submissions will be worth up to 1 point extra credit for each additional journal submission. Submissions will be accepted until week 12.
2. A Canvas discussion board post describing a group work related lecture, workshop, webinar, podcast or other professional development event which you attended/participated in and your insightful reflection on its relevance to the course will be worth up to 2.5 points extra credit. If you attend a professional training or another learning event, you will also need to bring proof (brochures, certificates of attendance, etc) from the events, if you participate in an online webinar, you can print or email proof of registration or completion. Several of these events will be posted on Canvas throughout the semester. Posts will be accepted throughout the semester until the start of the final day of class.
3. A 2-3 page review of a current / recent example of group work or related issues represented in the media (tv show, movies, podcasts, books, etc.) and your reflection on its relevance to the course will be worth up to 2.5 points extra credit. APA citations are expected as relevant for this assignment, however, you may write in first person. Media reviews will be accepted via e-mail or hard copy to the instructor throughout the semester until the start of the final day of class.

**SUMMARY OF ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Facilitator Preparation and Progress Notes</td>
<td>15%</td>
<td>varies (4-11)</td>
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<tr>
<td>Group Session Journals (4)</td>
<td>30%</td>
<td>varies (4-11)</td>
</tr>
<tr>
<td>Group Model Design Paper</td>
<td>25%</td>
<td>varies (12-14)</td>
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<tr>
<td>Group Model Cofacilitated Skills Demonstration</td>
<td>10%</td>
<td>varies (12-14)</td>
</tr>
<tr>
<td>Facilitation Skills Rehearsal And Debrief Participation</td>
<td>10%</td>
<td>ongoing</td>
</tr>
<tr>
<td>Class Attendance &amp; Professionalism</td>
<td>10%</td>
<td>ongoing</td>
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</table>

**Total:** 100%
COURSE GRADING SCALE:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>below 70</th>
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<tbody>
<tr>
<td>100-95</td>
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<td>94-90</td>
<td>89-88</td>
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<td>83-80</td>
<td>80-79</td>
<td>77-75</td>
<td>73-70</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Class #1: August 28, 2019

Readings:
Textbooks:
1. Chen & Rybak Chapter 1: Theories and Assumptions
2. Kottler & Englar-Carlson Chapter 4: Stages of Group Development and Chapter 6: Theories of Group Intervention

Canvas Readings:

Class #2: September 4, 2019
Topics: Leadership Skills, Facilitator Self-Awareness and Self-Assessment. Types of Groups.

Readings:
Textbooks:
1. Chen & Rybak Chapter 2: On Becoming a Group Leader and Chapter 3: Types of Groups (through page 59 only)
2. Kottler & Englar-Carlson Chapter 2: Your Behavior in Groups

Class #3: September 11, 2019
Topics: Documentation in Group Work Practice.

Readings:
Textbooks:
1. Kottler & Englar-Carlson Chapter 7: Assessment and Group Diagnostics

Canvas Readings:
Class #4: September 18, 2019
Topics: Building Skills as a Facilitator.
Stress Management Group session #1

Readings:
Textbooks:
1. Chen & Rybak Chapter 4: Fundamental Skills for Group Facilitation and Chapter 6: Leading Structured Group Sessions
2. Kottler & Englar-Carlson Chapter 8: Specialized Leadership Skills

Canvas Readings:

Class #5: September 25, 2019
Topics: Managing Conflict and Problem Behaviors in Groups.
Stress Management Group session #2

Readings:
Textbooks:
1. Chen & Rybak Chapter 9: Working with Unspoken Tension and Open Conflict
2. Kottler & Englar-Carlson Chapter 9: When to Intervene in Groups and Chapter 12: Critical Incidents: Challenges and Obstacles

Canvas Readings:

Class #6: October 2, 2019
Topics: Deepening Skills as a Facilitator
Stress Management Group session #3

Readings:
Textbooks:
1. Chen & Rybak Chapter 10: Taking Risks in Communication
2. Kottler & Englar-Carlson Chapter 14: Advancing Group Leadership: Creative Interventions and Difficult Members
Class #7: October 9, 2019
Topics: Group Planning (Preparing for the Group Model Design Paper and Skills Demonstration)
Stress Management Group session #4

Readings:
Textbooks:
1. Chen & Rybak Chapter 3: How to start one from Scratch (pages 60-86 only)

Canvas readings:

Class #8: October 16, 2019
Topics: Emphasizing Group Process.
Stress Management Group session #5

Readings:
Textbooks:
1. Chen & Rybak: Chapter 12: Process Illumination

Canvas readings:

Class #9: October 23, 2019
Topics: Group Model Design Paper and Skills Demonstration: Work Day
Stress Management Group session #6

Readings:
No required readings

Class #10: October 30, 2019
Topics: Adjunct Processes in Group Work: Journaling, Homework, Bibliotherapy and more!
Stress Management Group session #7

Readings:
Textbooks:
1. Chen & Rybak: Chapter 15: Writing as a Reflective Practice in Group Counseling
2. Kottler & Englar-Carlson Chapter 15: Adjunct Structures to Group Work

Canvas Readings:

Class #11: November 6, 2019
Topics: Terminating and Group Closure. Skills for Co-facilitating Groups.
Stress Management Group session #8

Readings:
Textbooks:
1. Chen & Rybak: review Chapter 2 (pages 33-40 only) and Chapter 14: Skills of Termination: Completing the Cycle

2. Kottler & Englar-Carlson Chapter 11: Coleadership

Canvas Readings:


Class #12: November 13, 2019
Topics: Specialized Types of Groups: Psychodrama and Expressive Therapy Group Models
Group Model Cofacilitated Skills Demonstrations 1 - 4

Readings:
Textbooks:

Canvas Readings:


Class #13: November 20, 2019
Topics: Specialized Types of Groups: Social Justice and Social Action Group Models
Group Model Cofacilitated Skills Demonstrations 5 - 8

Readings:
Textbooks:
   1. Kottler & Englar-Carlson Chapter 16: Group Leadership Applied to Social Justice and Social Action

Canvas Readings:


NO CLASS NOVEMBER 27th – HAVE A GOOD THANKSGIVING BREAK

Class #14: December 4, 2019
Topics: Specialized Types of Groups: Semi-structured and Open Group Models
Group Model Cofacilitated Skills Demonstrations 9 - 12

Readings:
Textbooks:

Class #15: December 11, 2019
Topics: Ethical Group Work Practice. Course Closure.

Readings:
Textbooks:
   1. Kottler & Englar-Carlson Chapter 13: Ethical Issues Unique to Group Work

Canvas Readings:
