Texas A&M University - Commerce
Department of Social Work

SWK 509-410: Advanced Generalist Practice/Small Groups
Monday: 6:00 to 9:00pm
Mesquite Metroplex Center
FALL - 2012

Instructor: Benjamin T May, PhD, LCSW, BCD
Office: Henderson – 303 Commerce
Office Hours: Wed 9:30am-2:30pm Commerce /Monday & Thursday, Mesquite 4-6pm
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COURSE DESCRIPTION:

This direct practice theory course provides students with advanced group work theory and skills necessary to carry out social work interventions with small groups.

GOAL & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

   C. 1.4 (a) Effective relationship-building interactions at all levels of systems focused on enhancing client choice, motivation, and hopefulness in the change process

   C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

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C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C. 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C. 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

COURSE OBJECTIVES:

1. Develop an understanding of the advanced generalist strengths perspective as it relates to group work theories, knowledge, and skills.
2. Understanding community needs and the application of group work skills.
3. Use of critical thinking skills to evaluate one’s own knowledge, skills, and values in utilization of group work in a culturally diverse society.
4. Understanding the implications of cultural diversity (i.e., age, race, gender, ethnicity, income, sexual orientation, disability, setting) on the functioning and use of groups.
STUDENT LEARNING OUTCOMES:

By the end of the semester, students should be able to demonstrate the following knowledge areas in their class assignments, term papers, examinations, and group projects:
The course aims at enabling students to:

1. Enhance knowledge of group process, research and theory related to advanced generalist strengths perspective in relationship to social group work.
2. Develop the ability to understand and translate group concepts into operational principles and practice skills in work with groups.
3. Develop the ability to identify, evaluate and apply small group theory and research findings to the analysis of groups.
4. Acquire a working knowledge of selected theoretical and empirical orientations related to ways in which (1) individuals affect group process, (2) group affects individual behaviors, (3) group influences group processes, and (4) the interactional effect of group and individual exchanges on the group process, and on individual change.
5. Develop the ability to translate theoretical and empirical knowledge into practice principles and techniques for understanding, analyzing and implementing systematic planned change in groups, and through groups.
6. Acquire through simulations and role-playing, an enhanced competence in group leadership skills, and experience how role in groups affects individual status.
7. Demonstrate an increased understanding of the role of ethnic, racial, socio-economic, gender and political factors on group behavior, and be able to practice in the context of human diversity.
8. Learn to use feedback in group communication and communicate with clarity in receiving and giving feedback.

RELATIONSHIP TO OTHER COURSES

This course builds upon foundation content that provides knowledge of human behavior and social systems. It builds upon foundation exposure to professional values and ethics, particularly the NASW Code of Ethics.

This course draws upon SWK 595 to engage research methods and skills in evaluation; critical thinking skills utilize research and empirical evidence: It works in conjunction with SWK 507 in relating social groups to community context; it relates individual functioning to group processes drawing on SWK 505.

TEXTS:

Required Text:

Master Syllabus as of Fall 2011
Recommended Texts:


GRADING:

<table>
<thead>
<tr>
<th>Assignment #1: Paper I</th>
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<tr>
<td>Assignment #2: Class Presentation</td>
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<tr>
<td>Quiz #1</td>
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<td>Quiz #3</td>
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<tr>
<td>Class participation &amp; participation in group activities</td>
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Grades will be determined according to the following:

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PLEASE NOTE THE FOLLOWING POLICIES IN RELATIONSHIP TO GRADES:

1. Papers may not be rewritten once they have been graded.
2. No extra credit is provided in this class.
3. All assignments must be turned in on time.
4. **LATE ASSIGNMENTS ARE NOT ACCEPTED.**

OVERVIEW OF ASSIGNMENTS:

1. **Assignment: Paper:** Study an issue in your community (teenage pregnancy, drugs, unemployment, etc.). Describe the development of a group for that population. Address the following issues in your paper:
   A. Brief Introduction
   B. Begin with sanction from the agency (how you will achieve sanction, etc.).
   C. The kind of group that would best serve this at-risk population. (include whether the group will be open or closed and give rationale for your choice)

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D. Leadership skills needed
E. Membership recruitment
F. Time frame
H. Location
G. Physical environment
I. Basic norms of the group
J. The stages of the group and the expected process in each stage (group development)
K. Intervention and assessment skills used
L. Ethical considerations for this population & how you would resolve any ethical dilemmas
M. Termination
N. Evaluation.

Use of the strengths perspective should be included in this paper.

The paper should be no less than eight and no more than ten pages long (not including cover and reference pages). It must be APA style, typed, with one inch margins, using 12 point font and double spaced. You must back up your paper with a minimum of eight professional references, of which four must be social work journals. This paper is due at the beginning of class on November 19, 2012.

**You must turn in a hard copy of your paper, even if you also submit the paper electronically. I will confirm that I received your paper by reply email. The deadline for submitting this paper electronically is 8:30 a.m. November 16, 2009. LATE PAPERS WILL NOT BE ACCEPTED. PLEASE DON’T ASK FOR EXTRA TIME. (Obj. 1, 2, 3, & 4)**

* Assignment 1 is worth 150 points.

2. Assignment 2: Class Presentation: Three students will select one of the following methods of group work and prepare a class presentation on that group work method: Rational Emotive Behavior Therapy, Reality Therapy, Adlerian Therapy, Transactional Analysis, Gestalt Therapy, Solution Focused Therapy, Task-Oriented Group, Transtheoretical Model, or Cognitive Therapy. The presentation will begin with a description of the application of the method of group work selected including:

- description of the theoretical underpinnings of the method
- techniques/interventions
- special considerations in application of the method (i.e. not appropriate for a short term, closed ended group)

You will also lead the class in a simulated group activity that demonstrates the method of group work on which you have reported. The presentation; including the group simulation should last approximately 35 – 45 minutes.. Be sure to allow time for questions. Group presentations will be scheduled on the following dates:

- October 22: Rational Emotive Behavior Therapy; Reality Therapy
- October 29: Solution Focused Therapy; Self-Help (Mutual Aid)

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- November 5: Cognitive Therapy; Transtheoretical Model (teaching the Model to a Personal Growth Group)
- November 12: Task-Oriented Model; Gestalt Therapy
- November 19: Adlerian Therapy; Transactional Analysis

Eight class members will role play the “group” for each presentation. Different class members will participate in the various groups. Each presentation must include a handout for all class members that outlines the basic elements of this particular group. (Obj. 1)

* Assignment 2 is worth 150 points.

Three quizzes will be administered in class throughout the semester. The format for the quizzes will be short answer and essay. You will have one hour to complete each quiz.

3. Quiz 1: September 24: Short answer and essay format covering class lectures and assigned readings: August 27 through September 17. Quiz 1 is worth 50 points
4. Quiz 2: October 22: Short answer and essay format covering class lectures and assigned readings: September 24 through October 15. Quiz 2 is worth 50 points
5. Quiz 3: December 3: Short answer and essay format covering class lectures and assigned readings: October 22 through November 26. Quiz 3 is worth 50 points.

EXAMINATIONS
Three quizzes will be administered in class throughout the semester.

CLASS ATTENDANCE AND PARTICIPATION:

Class attendance and participation are mandatory. Student class attendance is essential to achieving the course goals. Roll will be taken at the beginning of each class. It is your responsibility to notify the instructor if you arrive late; however, students who miss more than half of class will not be given credit for attendance. Students will be allowed 2 excused (by the instructor) absences for acceptable reasons. A third absence will result in one letter grade drop from the final average. Anyone who misses 4 or more classes will automatically be given a failing grade. Excused and unexcused absences present the same problems to your success in this class that they will in your work employment.

Class participation has three components: (1) appropriate verbal and non-verbal interactions with classmates, (2) attentiveness, and (3) active involvement in class activities. Evaluation of class participation is based on instructor’s observation. Students will be given verbal feedback if problems are evident.

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POLICY ON DUE DATES:

Assignments are due on the due date. **Assignments will not be accepted after the due dates.**

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS:

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession
articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

**STUDENTS WITH DISABILITIES:**

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).
COURSE OUTLINE

I. Introduction to social group work
   A. Who should lead groups?
   B. Reasons for leading groups
   C. Kinds of groups
   D. Group versus individual counseling
   E. Use of theories
   F. Approach to groups impact therapy
   G. Group counseling in a multicultural context
   H. Group leadership styles
   I. Leadership functions
   J. What makes an effective leader
   K. Potential group problems

II. Stages of groups, group process, and therapeutic forces
   A. Stages of groups
   B. Group process
   C. Group dynamics and different kinds of groups
   D. Therapeutic forces
   E. Yalom’s curative factors
   F. Jacobs, Masson, and Harvill’s 15 Therapeutic Forces
   G. Process and content

III. Purposes of groups
   A. When the leader is unclear about the purpose
   B. Determining the purpose of the group
   C. Common questions about purposes
   D. Purpose in single-session groups

IV. Planning
   A. Pre-group planning
   B. Big-picture planning
   C. Session planning
   D. Planning the phases of the session
   E. Sample session plans
   F. Frequent mistakes in planning

V. Getting started: The beginning stage and beginning phase
   A. The first session
   B. The second session

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C. The beginning phase of subsequent sessions

VI. Basic skills for group leaders
   A. Active listening
   B. Reflection
   C. Clarification and questioning
   D. Summarizing
   E. Linking
   F. Mini-lecturing and information giving
   G. Encouraging and supporting
   H. Tone setting
   I. Modeling and self-disclosure
   J. Use of eyes
   K. Use of voice
   L. Use of the leader’s energy
   M. Identifying allies
   N. Multicultural understanding

VII. Focus
   A. Establishing the focus
   B. Holding the focus
   C. Shifting the focus
   D. Deepening the focus

VIII. Cutting off and drawing out
   A. Cutting off
   B. Drawing out

IX. Rounds and dyads
   A. Rounds
   B. Dyads

X. Exercises
   A. Reasons for using exercises
   B. When to use exercises
   C. Kinds of exercises

XI. Introducing, conducting, and processing exercises
   A. Introducing an exercise
   B. Conducting an exercise
   C. Processing an exercise

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XII. Leading the middle stage of a group
   A. Planning and assessment
   B. Leadership skills and techniques for the middle sessions
   C. Middle-session topic outlines
   D. Middle-session leadership tactics for specific groups
   E. Common mistakes made during the middle sessions

XIII. Using counseling theories in groups
   A. Rational emotive Behavior Therapy
   B. Reality Therapy
   C. Adlerian Therapy
   D. Transactional Analysis
   E. Gestalt Therapy
   F. Solution Focused Therapy
   G. Transtheoretical Model
   H. Cognitive Therapy
   I. Feminist Therapy
   J. Narrative Therapy

XIV. Counseling and therapy in groups
   A. Goals of therapy groups
   B. Establishing group size and membership of therapy groups
   C. The leader’s role and responsibility in therapy groups
   D. The process of therapy in a group
   E. Techniques for conducting therapy in groups
   F. Spinning off
   G. Therapy that focuses on process
   H. Thoughts on intense therapy
   I. Providing therapy in a non-therapy group
   J. Common mistakes made when leading therapy groups

XV. Closing a session or group
   A. The closing phase
   B. The closing stage

XVI. Dealing with problem situations
   A. The chronic talker
   B. The dominator
   C. The distracter
   D. The rescuing member

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E. The negative member
F. The resistant member
G. The member who tries to “get the leader”
H. Dealing with silence
I. Dealing with sexual feelings
J. Dealing with crying
K. Dealing with mutually hostile members
L. Asking a member to leave
M. Dealing with prejudiced, narrow-minded, or insensitive members

XVII. Working with specific populations
A. Children
B. Adolescents
C. Couples
D. Addiction groups
E. Older clients
F. Clients with chronic diseases or disabilities
G. Survivors of sexual abuse
H. Divorce groups
I. Adult children of alcoholics (ACOA)
J. Multicultural issues in groups
K. Same-sex groups

XVIII. Issues in group counseling
A. Coleading
B. Ethical considerations
C. Legal issues
D. Evaluating groups
E. Research
F. Training of group counselors
G. The future
H. Web sites on groups
I. Final thoughts regarding leading groups
## COURSE SCHEDULE:

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<td>1</td>
<td>27/28/29/30/31/1</td>
<td>Class introduction. Review of course syllabus and assignments. Overview of class subject matter. Introduction of class members. Social group work and social work practice. Stages of group development, Group process Purpose of groups</td>
<td>Be prepared to discuss your background and professional experience on working with groups. This will include a discussion on why you want to succeed in this class.</td>
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<td>Introduction of class members. Social group work and social work practice. Stages of group development, Group process Purpose of groups</td>
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<td>3</td>
<td>16/17/18/19/20/21/22</td>
<td>Stages of group development, Group process Purpose of groups</td>
<td>Text, Chapters 1-4</td>
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Master Syllabus as of Fall 2011
## Stages of group development, Group process Purpose of groups

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### Quiz 1: Readings & Class lectures August 27 - September 17.

- The first session
- The second session
- The beginning phase of subsequent sessions

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Master Syllabus as of Fall 2011
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<td>QUIZ 3: Readings &amp; Class Lectures: October 22 through November 26</td>
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<td>16</td>
<td>Course Wrap Up and Completion of Material indicated on Syllabus</td>
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<td>17</td>
<td>Be prepared to lead group discussion on what you have learned in class.</td>
<td></td>
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</tbody>
</table>
BIBLIOGRAPHY:


Master Syllabus as of Fall 2011


