

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW-525: Clinical Social Work Practice with Groups**  
Course Outline  
Fall 2004

**Thursdays 12:20 - 3:20  
RM 311 Henson Hall**

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**Required Texts**

Yalom, I. D. (1995). Theory and Practice of Group Psychotherapy, 4th ed. New York: Basic Books.

Reserved readings available at UT Libraries Course Reserve. Type in "Social Work 525 Patterson" , without the quotation marks.

**Course Requirements**

1. Full attendance.
2. Responsible participation in class activities and discussion.
3. Biweekly quizzes on the content of the readings.
4. Completion of all biweekly papers. Every student will receive a code name and be assigned to an evaluation team. Students will submit their papers to the course's Blackboard Discussion Board. These must be posted to the Discussion Board before the start of class. Label your paper at the top of the document with only your code name and the paper number, e.g. MML203 - Paper 2. These papers are to be 1-2 pages in length.
  - a. Paper Content - Discuss the concepts and key ideas from the readings applied to the class group exercises as well as your prior group leadership and membership experiences. Discuss the relevance and applicability of the theory and concepts of the readings to your own experiences in the group experiential exercises. Your observations of your own reactions and group observations are a critical component of this section. Include theory and concepts from prior readings as appropriate. **DO NOT USE ANY NAMES IN YOUR PAPER. YOUR OBSERVATIONS OF GROUP SHOULD BE LIMITED TO GROUP PROCESS OBSERVATIONS. DO NOT MAKE REFERENCE TO THE ACTIONS OR REACTIONS OF CLASSMATES.**

Remember, you are writing for your peers. They will grade your papers on the depth and quality of your thinking about the issues, the insight expressed in your observations of self and group processes, and the degree to which you are able to integrate theory from the readings with your observations.

b. Paper Grading - Every other week you will read and evaluate the papers of the other members of your evaluation team. This evaluation is done anonymously. You evaluate only the papers of your evaluation team members. The evaluation instrument is found on the Blackboard course site under Assignments. You not reveal your code name to anyone nor seek to learn the code name of any other class member. Any evidence of collaboration or the mutual exchange of positive evaluations may result in one or more of the following options, (1) reduction in your grade for the assignment, (2) the professor re-evaluation of formerly peer-graded papers, and/or (3) application of sanctions allowable by Hilltopics including removal from the class and subsequent assignment of a failing grade.

#### Paper Evaluation Guidelines -

- 1. To what degree has the writer addressed the major ideas in the readings?*
- 2. To what degree has the writer demonstrated self awareness and insight?*
- 3. To what degree has the writer integrated the major themes or ideas from the readings with their observations of self, classroom group exercises, and/or prior group experiences?*
- 4. How would you rate the overall depth and quality of the writing?*

#### **Bi-weekly quizzes**

To take the bi-weekly quizzes, log onto <http://online.utk.edu/>. You have three hours to complete each quiz. The quiz is open-book, open note, but it is strongly recommended that you thoroughly read all assigned readings for the quiz before taking it.

**Though the quizzes are open-book, open-note, they are not collaborative projects. Any copying of the questions, any sharing of questions or answers, any form of collaboration, discussion, or shared information via email or any other medium constitutes Academic Dishonesty as described by UT Hilltopics. As such, it will be dealt with by the instructor to the fullest extent allowable by UT Hilltopics, which may include suspension from the class and assignment of an "F" for either the quiz, the class, or both.**

If you are inadvertently logged off of <http://online.utk.edu/> while taking the quiz, please email Dr. Patterson at [dpatter2@utk.edu](mailto:dpatter2@utk.edu) and inform him of what transpired. Your quiz will be re-set if necessary.

5. Comprehensive final exam - This will be available at <http://online.utk.edu/>. You will have four hours to complete it.

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#### **Grades**

Grades for the biweekly papers will be earned on the basis of the quality of the thought and depth of analysis evidenced in them. The first two requirements (attendance and participation) will account for 10% of the grade. The weekly papers will account 35% of the course grade (5% per paper). Biweekly quizzes will account for 35% of the course grade. The final will comprise 20% of the course grade. Grades will be assigned according to the guidelines set forth in the Graduate Catalogue as follows:

- A - Superior performance; work clearly demonstrates excellence
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- B+ - Better than satisfactory performance

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- B - Satisfactory performance
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- C+ - Less than satisfactory performance
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- C - Performance well below the standard expected of graduate students
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- D - Clearly unsatisfactory for graduate level
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- F - Extremely unsatisfactory performance
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- I - A temporary grade indicating that the student has performed satisfactorily in the course, but due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade.

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Some students find it helpful to enter individual or group therapy as part of their development as social workers. For students seeking individual or group therapy, there are two resources available on campus, the Psychology Clinic and the Student Counseling Services Center. They are both described below.

For the past 50 years, graduate student clinicians at the Psychological Clinic at the University of Tennessee have offered quality mental health services to students and residents of the surrounding community at affordable, sliding-scale fees. The Clinic is available to UT students for individual, marital, and group therapy. To make an appointment, call the UT Psychological Clinic at 974-2161, from 8 A.M. to 8 P.M., Mondays through Thursdays, or 8 A.M. to 5 P.M. Fridays.

The Student Counseling Services Center (SCSC), a department within the Division of Student Affairs, is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. It provides direct service to students and to spouses or partners of students in conjoint therapy. No fees are charged

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### COURSE OUTLINE

**First Class - 8-19-04**

Introduction

**Second Class - 8-26-04 - 1st Paper Due**

Group Foundations

Yalom, Ch. 1 - The Therapeutic Factors & 17 - Training the Group Therapists

**Third Class - 9-2-04 - 1st Quiz Due**

Group structure, process and interpersonal learning. Therapeutic Factors

Yalom, Ch. 2, - Interpersonal Learning, & 4 - The Therapeutic Factors: An Integration  
Corey & Corey, Ch. 5 - Initial stage of a group

**Fourth Class - 9-9-04 - 2nd Paper Due**

Group Cohesiveness

Basic Tasks

Yalom, Ch. 3 - Group Cohesion & 5 - The Therapist: Basic Tasks

Cohesion in Group Psychotherapy - Burlingame, Fuhriman, & Johnson

**Fifth Class - 9-16-04- 2nd Quiz Due**

Creation and Composition of Therapy Groups

Yalom, Ch. 8 - The Selection of Patients, 9 - The Composition of Therapy Groups & 10 - Creation of the Group: Place, Time, Size, Preparation  
Toseland & Rivas, Appendix E - Outline for a group proposal

**Sixth Class - 9-23-04 - 3rd Paper Due**

Assessment and evaluation of clients  
Group Treatment Ethics  
Patterson and Basham - A Data Visualization Procedure for the Evaluation of Group Treatment Outcomes Across Units of Analysis  
Corey & Corey Ch. 2 - Ethical and legal issues in group counseling

**Seventh Class - 9-30-04 - 3rd Quiz Due**

Setting of goals/Formative stages of group  
Preparation for group therapy.  
Johnson and Johnson - Group Goals, Social Interdependence, and Trust  
Yalom, Ch. 11- In the Beginning

**Eight Class - 10-7-04 -4th Paper Due**

Working in the Here and Now  
Transference and Transparency  
Yalom, Ch. 6 - The Therapist: Working in the Here and Now & 7 - The Therapist: Transference and Transparency

**Nine Class - 10-14-04 - Fall Break**

**Tenth Class - 10-21-04 - 4th Quiz Due**

Leadership Styles and Skills  
Dynamics of damaging group experiences  
Kottler - Your Behavior in Groups (Chapter 2) and Unique Leadership Skills  
Smokowski et al. - Postgroup-casualty status, group events, and leader behavior: An early look into the dynamics of damaging group experiences.

**Eleventh Class - 10-28-04 - 5th Paper Due**

Special Populations  
Corey & Corey, Ch. 10 - Groups for adolescents & 12 - Groups for the elderly.  
Edwards & Edwards, 1984 - Group work practice with American Indians.  
Hurdle, 1991 - The ethnic group experience.  
Roffman, Picciano, Ryan, Beadnell, Fisher, Downey, & Kalichman, Prevention group counseling delivered by telephone: An efficacy trial with **gay** and bisexual men.  
Washington & Moxley (2003) Group interventions with low-income African American women recovering from chemical dependency (<http://web.utk.edu/~dap/GroupCDAAWomen.html>)  
**Groups Crisis - Article to be added.**

**Twelfth Class 11-04-04 - 5th Quiz Due**

The Advanced Group  
Yalom, Ch. 12 - The Advanced Group  
Pollio, Reconstructing feminist group work.  
Saulnier, Alcohol problems and marginalization: Social group work with lesbians.  
Schiller - Stages of development in women's groups: A relational model.

**Thirteenth Class 11-11-04 -6th Paper Due**

Problem Patients  
Yalom, Ch. 13 - Problem Patients

### **Fourteenth Class 11-18-04 -6th Quiz Due**

Special formats and specialized therapy groups

Yalom, Ch. 14 - The Therapist: Specialized Formats and Procedural Aids - & 15 - The Specialized Therapy Group

### **11-25-04 Thanksgiving Break**

### **Fifteenth Class 12-2-04**

Extending treatment into the world

Ending the Group's Work

Spitz-Termination of the Group and Follow-up Planning

Pulling it all together

### **Final Due Due**

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## **Group Theory and Treatment Bibliography**

\*Indicates a reading in the course reader.

Bloch, S., Crouch, E., & Reibstein, J. (1981). Therapeutic factors in group psychotherapy. *Archives of General Psychiatry*, 38(5), 519-526.

Blumberg, H. H., Hare, P., Kent, V., & Martin F. D. (1983). *Small Groups and Social Interaction*. (Vol. 2). New York: John Wiley and Sons.

Bostwick, J., G. J. (1987). "Where's Mary?" A review of the group treatment dropout literature. *Social Work with Groups*, 10(3), 117-132.

Braaten, L. J. (1991). Group cohesion: A new multidimensional model. *GROUP*, 15(1), 39-55.

Brekke, J. S. (1989). The use of orientation groups to engage hard-to-reach clients: Model, method, and evaluation. *Social Work with Groups*, 12, 2(75-88).

Budman, S. H., Soldz, S., Demby, A., Davis, M., & Merry, J. (1993). What is cohesiveness? An empirical examination. *Small Group Research*, 24(2), 199-216.

\*Corey, M. & Corey, G. (1997). Initial stage of a group. *Groups: Process and Practice* (5th ed.). Pacific Grove, CA: Brooks/Cole.

\*Corey, M. & Corey, G. (1997). Groups for adolescents. *Groups: Process and Practice* (5th ed.). Pacific Grove, CA: Brooks/Cole.

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\*Corey, M. & Corey, G. (1997). Ethical and legal issues in group counseling. *Groups: Process and Practice* (5th ed.). Pacific Grove, CA: Brooks/Cole.

DeLucia-Waack, J. (1997). Measuring the effectiveness of group work: A review and analysis of process and outcome measures. *The Journal for Specialists in Group Work*, 22(4), 277-293.

Dreikers, R. (1959). Early experiments with group therapy. *American Journal of Psychotherapy*, 13, 882-891.

\*Edwards, E. D. & Edwards, M. E. (1984). Group work practice with American Indians. *Ethnicity in Group Work Practice*. The Haworth Press: New York.

Elman, D., & Ruppel, D. (1978). Group discussion members' reactions to a structured opening exercise. *Small Group Behavior*, 9, 363-371.

Ettinger, M. F. (1988). "By the crowd they have been broken, by the crowd they shall be healed": The advent of group psychotherapy. *International Journal of Group Psychotherapy*, 38(2), 139-167.

Evans, C. R., & Dion, K. L. (1991). Group cohesion and performance: A meta-analysis. *Small Group Research*, 22(2), 175-186.

Flowers, J. V. B., C. D. (1989). Four studies toward an empirical foundation for group therapy. *Journal of Social Service Research*, 13(2), 105-121.

Hack, T. F., Osachuk, T. A. G., & DeLuca, R. V. (1994). Group treatment for sexually abused preadolescent boys. *Families in Society: The Journal of Contemporary Human Service*, 75(4), 217-228.

Hare, P. A., Blumberg, H. H., Davies, M. F., & Kent, M. V. (1994). *Small Group Research: A Handbook*. Norwood, New Jersey: Ablex Publishing Corporation.

Hill, C. E. (1990). Is individual therapy process really different from group therapy process? *The Counseling Psychologist*, 18(1), 126-130.

Hill, G. W. (1982). Group versus individual performance: Are N=1 heads better than one? *Psychological Bulletin*, 91, 517-539.

\*Hurdle, D. E. (1991). The ethnic group experience. *Ethnicity and Biculturalism*. The Haworth Press: New York.

Kacem, L. (1999). Anxiety levels, group characteristics, and members' behaviors in the termination stage of support groups for patients recovering from heart attacks. *Research on Social Work Practice*, 9(6), 656-672.

\*Lewis, E. A. & Ford, B. (1991). The network utilization project: Incorporating traditional strengths of African-American families into group work practice. *Ethnicity and Biculturalism*. The Haworth Press: New York.

Mullin, B., & Copper, C. (1994). The relation between group cohesion and performance: An integration. *Psychological Bulletin*, 115, 210-227.

Nadler, D. A. (1979). The effects of feedback on task group behavior: A review of the experimental research. *Organizational Behavior and Human Performance*, 23, 309-338.

Opalic, P. (1990). Group processes in short-term group therapy of psychotics. *Small Group Research*, 21(2), 168-189.

- \*Pollio, D.E. (2000), Reconstructing feminist group work. *Social-Work-with-Groups*. 23(2): 3-18, 2000.
- Pratt, J. (1945). The group method in the treatment of psychosomatic disorders. *Sociometry*, 8, 323-331.
- Reid, K. E. (1997). *Social Work Practice with Groups: A clinical perspective*. (Second ed.). Pacific Grove, California: Brooks/Cole Publishing Company.
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- \*Rose, S. D. (1989). Setting individual and group goals. *Working with Adults in Groups: Integrating cognitive, behavioral and small group strategies*. San Francisco: Jossey-Bass.
- \*Rose, S. D. (1989). Involving group members in relaxation, breathing, meditation, and sociorecreational activities. *Working with Adults in Groups: Integrating cognitive, behavioral and small group strategies*. San Francisco: Jossey-Bass.
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- Springer, T. S., K. (1996). A review of inpatient group therapy for borderline personality disorder. *Harvard Review of Psychiatry*, 3(5), 268-278.
- \*Toseland, R. W., & Rivas, R. F. (1995). Outline for a group proposal (Appendix E). *An Introduction to Group Work Practice*. (2nd ed.). Boston: Allyn and Bacon.
- \*Toseland, R. W., & Rivas, R. F. (1995). Evaluation. *An Introduction to Group Work Practice*. (2nd ed.). Boston: Allyn and Bacon.
- \*Toseland, R. W., & Rivas, R. F. (1995). Evaluation. *Ending the group's work*. (2nd ed.). Boston: Allyn and Bacon.

Tutty, L. M., Bidgood, B. A., & Rothery, M. A. (1996). Evaluating the effect of group process and client variables in support groups for battered women. *Research on Social Work Practice*, 6(3), 308-324.

Wulsin, L., Bachop, M., & Hoffman, D. (1988). Group therapy in manic-depressive illness. *American Journal of Psychotherapy*, 42(2), 263-271.

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Zimmerman, T. S., Jacobsen, R. B., MacIntyre, M., & Watson, C. (1996). Solution-focused parenting groups: An empirical study. *Journal of Systemic Therapies*, 15(4), 12-25.

Zimmerman, T. S., Prest, L.A., & Wetzel, B. E. (1997). Solution-focused couples therapy groups: An empirical study. *Journal of Family Therapy*, 19, 125-144.