

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW525 - Clinical Social Work Practice with Groups

Course Outline

Fall 2005

Instructor: J. Camille Hall, Ph.D., LCSW
Office: 323 Henson Hall
Email: jhall39@utk.edu

Time: Tuesday 12:40-3:25
Location: HH 311
Office hours: T/TH 11:00 B 12:30

COURSE FORMAT: To pursue its educational objectives, this course relies on lecture material, illustrative case material and experiential exercises.

COURSE REQUIREMENTS AND GRADING:

1. Class attendance and participation.
2. Written assignment (2 page typed paper, due September 13th).
3. Written assignment (8-10 page typed paper, due October 25th).
4. Two Examinations (October 18th & November 29th).
5. Experiential Exercises (TBD).
6. Completion of required readings.

NOTE: All textbooks are available at UT-Libraries Course Reserves, all readings are on Blackboard.

REQUIRED TEXTS:

Brandler, S. & Roman, C. (1999). *Group Work: Skills and strategies for effective Interventions. (2nd ed.)*. New York: The Haworth Press, Inc. (This book presents an eclectic approach to Group practice and includes a range of experiences and a variety of settings and populations. It has a very helpful chapter on programming in groups and a glossary of group games and exercises for work with children, adolescents and adults).

Yalom, I. & Lescz, M. (2005). *The theory and practice of group psychotherapy. (5th ed.)* New York: Basic Books. (This monumental work by the world's best known group therapy theoretician and practitioner has long been the standard text in the field. The fifth edition of a major textbook on the theories and techniques of group psychotherapy, updated to reflect DSM-IV and current practices such as brief psychotherapy).

RECOMMENDED TEXTS:

Brabender, V. (2002). *Introduction to group therapy*. New York; John Wiley & Sons. (This book covers the development of groups from various theoretical frameworks, including interpersonal, object relations, cognitive-behavioral, and interpersonal problem solving. It includes research from evidence-based practice).

Garvin, C.D., Gutierrez, L.M. & Galinsky, M.J. (2004). *Handbook of social work with groups*. New York: The Guilford Press.

Klein, R. & Schermer, V. (2000). *Group psychotherapy for psychological trauma*. New York: The Guilford Press.

Northern, H. & Kurland, R. (2001). *Social work with groups, 3rd edition*. New York: Columbia University Press.

Steinberg, D.M. (2004). *The mutual-aid approach to working with groups: Helping people help*

each other, 2nd edition. Northvale, NJ: Jason Aronson, Inc. (Introduction)

Videos : TBD

GRADING:

The total points earned in this course as outlined above will be used to evaluate students; the grading scale by total points is as follows:

200-186	A	153- 144	C
185-174	B+	143-134	D
173-164	B	133- <i>below</i>	F
163-154	C+		

Incomplete (I) - A temporary grade indicating that the student has performed satisfactorily in the course, but due to unforeseen circumstances, s/he 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.

TENATIVE COURSE OUTLINE AND ASSIGNED READINGS

Week 1 INTRODUCTION TO SOCIAL GROUP WORK PRACTICE

1. History and value base of social group work.
2. Issues of diversity.
3. Theoretical framework for groups.

Required Readings:

Brandler and Roman TEXT, Chapter 1, Introduction, pp 1-10, Chapter 11, Value Dilemmas In Group Practice, pp 277-294.

Kurland, R. & Salmon, R. (1998). Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups*, 21(3), pp. 5-17.

Week 2 SOCIAL GROUP WORK PRACTICE-CONTINUED

1. Distinction between Task and Treatment groups.
2. Therapeutic factors in groups.
3. Planning a group
4. Experiential Exercise

Required Readings:

Steinberg, D.M. (2004). The mutual-aid approach to working with groups: Helping people help each other. (2nd edition). Northvale, NJ: Jason Aronson, Inc., Chapters 1 and 2.

Yalom, I. & Lescz, M. TEXT. Ch 1. The therapeutic factors in group therapy, pp. 1-18 Ch. 2, Interpersonal Learning, pp. 19-52

Brabender TEXT, Chapter 1, Introduction, pp 3-13. Chapter 2, Goals of group therapy, pp 15-24. Also, in the front of this book there is a wonderful table outlining four models of group work (interpersonal, object relations, cognitive-behavioral and interpersonal problem solving)

Garvin, Gutierrez and Galinsky TEXT, Part I. Theoretical and Philosophical Foundations.

Recommended Readings:

Malekoff, A. (2004). Strengths based group work with children and adolescents. (pp 227-245)
In Garvin, Gutierrez and Galinsky Text.

Newman, E. W. (2000). Pearls in the Muck, *Social Work with Groups*, 23(3), pp. 19-36.

Week 3 GROUP STRUCTURE AND DYNAMICS

1. Definition of Group Dynamics
2. Communication and Interactional Patterns
3. Group Composition, Group Culture
4. Process versus Content
5. Preparation of Members: Selection, screening, contract
6. Issues of Diversity
7. Experiential Exercise(s)

Required Readings:

Brandler and Roman TEXT, read Chapter 2, In the Beginning, pp 15-40; read Chapter 5 Group Planning, pp 113-133; read Chapter 6: The use of programming in Groups, pp 135-165. skim, Glossary of Group Games and Exercises, pp 297-326.

Keyser, J., Seelaus, K., & Kahn, G. (2000) Children of trauma and loss: Their treatment in group psychotherapy. In Robert Klein and Victor Schermer (Eds.), *Group Psychotherapy for Psychological Trauma*, pp. 209-237. New York: Guilford Press.

Hannah, P. (2000) Preparing members for the expectations of social work with groups: An approach to the preparatory Interview. *Social Work with Groups*, 22 (4), pp.51-67

Lesser, J.G. (2000). The group as selfobject: Brief psychotherapy with women. *International Journal of Group Psychotherapy*, 50 (3), pp 363-381.

Recommended Readings:

Fisher, M. S. (2004). Groups for substance abuse treatment. (pp 259-275). In Garvin, Gutierrez and Galinsky Text.

Rooney, K. & Chovanev, M. (2003). Involuntary groups. (pp 212-227). In Garvin, Gutierrez and Galinsky text.

Staples, L.H. (2004). Social action groups. (pp 344-360). In Garvin, Gutierrez and Galinsky text.

Steinberg, D.M. (2004). The mutual aid approach to working with groups: Helping people help each other. Binghamton, NY: The Haworth Press. Chs. 3 & 4 (pp 53-88). Pre-group planning; Group Goals and Norms.

Yu, A. & Gregg, C. (1993). Asians in groups: More than a matter of cultural awareness. *The Journal for Specialists in Group Work*, 18, (2), 86-93.

Week 4-5 GROUP DEVELOPMENT

1. Group Cohesion, Norms, Roles, Status

2. Leadership Styles and Tasks
3. Interventions and Techniques
4. Self Awareness; Cultural Awareness
5. Issues of Diversity
6. Group Work with Special Populations
7. Experiential Exercise(s)

Required Readings:

Brandler and Roman TEXT, Chapter 3, In the Middle, pp 41-80; Chapter 7, Manifest and Latent Content, pp 179-207, Chapter 9 Using Humor in Groups, pp 231-247.

Brabender, V. (2002). Introduction to group therapy. New York: John Wiley & Sons, Chapter 12, The Cognitive-Behavioral Approach, pp 365-401.

Camacho, S. (2001). Addressing conflict rooted in diversity: The role of the facilitator. *Social Work with Group* 24 (3/4), 135-152.

Schiller, L.Y. (1995). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups*, 20(3), 3-19.

Yalom, I. & Lescz, M. TEXT. Ch 3. Group Cohesiveness, pp. 53-76. Ch. 5. The Therapist: Basic Tasks, pp. 117-140.

Recommended Readings

Abbey, S. & Farrow, S. (1998). Group therapy and organ transplantation. *International Journal of Group Psychotherapy*, 48(2). 163-185.

Campbell, R. (2004). Groups for older adults (pp 275-292). In Garvin, Gutierrez and Galinsky text.

Cooper, M. & Lesser, J. (2004) (2nd edition). Clinical social work practice: An integrated approach. Boston: Allyn and Bacon, Inc.

Chapter 9, The Psychology of Women, Self in Relation Theory and Women's Groups, Group example: Women's Support Group, pp 133-138.

deRidder, N. HIV/AIDS in the Family: Group treatment for latency-age children affected by the illness of a family member. In N. B. Webb (1999). Play therapy with children in crisis: Individual, group and family treatment. New York: The Guilford Press (pp 341-356).

Getzel, G.S. Groups in physical and mental health. (pp 195-212) In Garvin, Gutierrez and Galinsky text.

Jackson, D. (1999). The team meeting on a rapid turnover psychiatric ward: Clinical illustration of a model for stages of group development. *International Journal of Group Psychotherapy*, 49 (1), 41-59.

O'Connor, K. (2000). The play therapy primer. (2nd edition). New York: John Wiley and Sons. Chapter 15, Group plays therapy, pp 413-435.

Steinberg, D.M. (2004). The mutual aid approach to working with groups: Helping people help each other. Binghamton, NY: The Haworth Press. Ch 5 (pp 99-122). "Time and Place"

and the Role of the Worker.

Week 6-7 LEADERSHIP ROLES AND TASKS

1. Stages of Group Development
2. Maintaining Task and Role
3. Roles of Group Members
4. Leadership Issues
5. Authority and Power
6. Interventions: Use of relationship, skill building, support, clarification, etc.
7. Diversity Issues
8. Problem Situations: Attendance, conflict, scapegoating, a "difficult member"
9. Experiential Exercise(s)

Required Readings:

Alonso, A. & Rutan, J.S. (1996). Activity/Nonactivity and the group therapist: Don't just do something, sit there." *Group* 20(1), 43-55.

Brabender, V. (2002). Introduction to group therapy. New York: John Wiley & Sons, Chapter 11, Psychodynamic group therapy: An object relations approach, pp 321-362.

Brandler and Roman TEXT, Chapter 8, Confronting acting-out behavior and powerful latent themes, pp 207-226; Chapter 10, Special Practice Issues, pp 247-274.

Kurland, R. & Salmon, R. (1993). Not just one of the gang: Group workers and their role as an authority. *Social Work with Groups*, 16 (1-2)

Schaefer, C.E., Jacobsen, H.E. and Ghahramanlou, M. (2000). Play group therapy for social skills deficits in Children. In H.G. Kaduson and C.E. Schaefer, (Eds.) Short term play therapy for children. New York: The Guilford Press, pp 296-345.

Yalom, I. & Lescz, M. TEXT.Ch. 8, The Selection of Clients. pp. 231-257. Ch. 9, The Composition of Therapy Groups, pp. 259-280. Ch. 10, Creation of the Group: Place, Time, Size, Preparation, pp. 281-308. Ch. 11, In the Beginning, pp. 309-343.

Recommended Readings:

Alonso, A. & Rutan, S. (1996). Separation and individuation in the group leader. *International Journal of Group Psychotherapy*, 46(2), 149-162.

Collins, Lainey, (1998). How do you spell hippopotamus? The use of group work in after school tutoring programs. *Social Work in Groups*, 21, (1-2), 61-75.

Duffy, T. (2001) White gloves and cracked vases: How metaphors help group workers construct new perspectives and responses. *Social Work with Groups*, 24, (3/4), pp. 89-99.

Jacques, J. R. (1998). Working with spiritual and religious themes in group therapy. *International Journal of Group Psychotherapy*, 48(1). 69-83.

O'Rourke, C. (1997). Listening for the sacred: Addressing spiritual issues in the group treatment of adults with mental illness. *Smith College Studies in Social Work*, 67(2), March, 177-196

Steinberg, D.M. (2004). The mutual aid approach to working with groups: Helping people help each other. Binghamton, NY: The Haworth Press. Chs. 6, 7, 8 (pp 123-181). Individual problem Solving, Authority, Dealing with Conflicts

Week 8-9 RACE, ETHNIC, & CULTURAL GROUP WORK

1. What constitutes Multicultural Group work practice
2. Identifying cross-cultural group dynamics
3. Using diversity as empowerment tool
4. Definition of process
5. Tasks and techniques of working in the here and now
6. Process Orientation
7. Use of the past
8. Experiential Exercise(s).

Required Readings:

*Berman-Rossi, T. & Miller, I. (1994). African Americans and the settlements during the late nineteenth and early twentieth centuries. *Social Work with Groups*, 17(3), 77-95.

Chen, M. & Han, Y. (2001) Cross-cultural group counseling with Asians: A stage-specific interactive approach. *The Journal for Specialists in Group Work*, 26, (2), 111-128.

Comas-Diaz, L. (1984). Content themes in group treatment with Puerto Rican women. *Social Work with Groups*, 7, (3), 75-83.

Gutierrez, L.M. and Ortega, R. (1991) Developing methods to empower Latinos: The importance of groups. *Social Work with Groups*, 14 (2), 23-43.

Jones, L. & Hodges, V. (2001) Enhancing psychosocial competence among black women: A psycho-educational group model approach. *Social Work with Groups*, 24, (3/4), 33-52.

Gainor, K. (1992). Internalized oppression as a barrier to effective group work with black women. *The Journal for Specialists in Group Work*, 17, (4), 235-242.

Glasgow, G. & Gouse-Sheese, J. (1995). Themes of rejection and abandonment in-group work with Caribbean adolescents. *Social Work with Groups*, 17(4), 3-28.

Yalom, I. & Lescz, M. TEXT. Ch. 6. The Therapist: Working in the Here and Now, pp.141-199.

Recommended Readings:

Fagan, J. & Stevenson, H. (1995). Men as teachers: A self help program on parenting for African American men. *Social Work with Groups*, 17(4), 29-42.

Fenster, A. (1996). Group therapy as an effective treatment modality for people of color. *International Journal of Group Psychotherapy*, 46(3). 399-416.

Marsiglia, F., Cross, S. & Mitchell-Enos, V. (1998) Culturally grounded group work with adolescent American Indian students. *Social Work with Groups*, 21, (1/2), 89-102.

Schopler, J., Galinsky, M.; Davis, L. & Despard, M. (1996). The RAP model: Assessing a framework for leading multiracial groups. *Social Work with Groups*, 19 (3/4), 21-29.

Examination One

Week 10**No Class****Week 11 GROUP WORK WITH CHILDREN & ADOLESCENTS**

1. Understanding the role of leadership.
2. Group culture
3. Challenges of effective group work.
4. Transference/Countertransference in the therapy group
5. Experiential Exercise(s).

Required Readings:

Baker, S. (2001). Coping-skills training for adolescents: Applying cognitive behavioral principles to psychoeducational groups. *The Journal for Specialists in Group Work*, 26, (3), 219-227.

*Bernstein, J. (1995). "Real men" don't talk: Attempting psychodynamic group therapy with inner-city boys. *Journal of Child and Adolescent Group Therapy*, 5(2), 83-105.

Bilides, D. (1992). Reaching inner-city children: A group work program model for a public middle school. *Social Work with Groups*, 15 (2/3). 129-144.

Collins, L. (1998). How do you spell hippopotamus? The use of group work in after school tutoring programs. *Social work with Groups*, 21(1/2), 61-75.

Jagendord, J. and Malekoff, A. (2000). Groups on the go: Spontaneously formed mutual aid groups for adolescents in distress. *Social Work with Groups*, 22 (4), 15-32.

Kleiger, J. & Helmig, L. (1999). Evolution of a group therapy model for adolescent residential treatment. *Journal of Child and Adolescent Group Therapy*, 9(4), 187-197

*Nimmanheminda, S. (1997). Adolescent acting out within group psychotherapy. *Journal of Child and Adolescent Group Therapy*, 7(3), .119-129.

Yalom, I. & Lescz, M. TEXT.Ch. 7., The Therapist: Transference and Transparency, pp.201-229.

Recommended Readings:

Glazer, H. & Clark, M. (1999). A family-centered intervention for grieving pre-school children. *Journal of Child and Adolescent Group Therapy*, 9(4), 161-168.

Letendre, J. (1999). A group empowerment model with alienated, middle class eighth grade boys. *Journal of Child and Adolescent Group Therapy*, 9(3), 113-127.

Malekoff, A. (1999). Pink soap and stall doors. Families in Society: *The Journal of Contemporary Human Services*. 80(3), 219-220).

Salloum, A. & Vincent, N. (1999) Community-based groups for inner city adolescent survivors of homicide victims. *Journal of Child and Adolescent Group Therapy*, 9(1), 27- 45

Shechtman, Z. (2001) Prevention groups for angry and aggressive children. *The Journal for Specialists in Group Work*, 26, (3), 228-236.

Week 12-13**THE ADVANCED GROUP**

1. Subgrouping
2. Conflict in the Therapy Group
3. Self-Disclosure
4. Termination
5. Problem Group Members

Required Readings:

- Budman, S. et al. (1996). A model of time-effective group psychotherapy for patients with personality disorders: The clinical model. *International Journal of Group Psychotherapy*, 46(3), 329-355.
- Cooper, M. (1993). A group for families of obsessive-compulsive persons. *Families in Society: The Journal of Contemporary Human Services*, 301-307.
- Gans, J. & Counselman, E. (1999) Silence in group psychotherapy: A powerful communication. *International Journal of Group Psychotherapy*, 50(1), 71-85.
- Yalom, I. & Lescz, M. TEXT. Ch. 12, The Advanced Group, pp. 345-370. Ch. 13, Problem Patients, pp. 391-427.

Week 14 THE GROUP AND ENDINGS

1. Meaning of Endings
2. Termination Tasks: Evaluation, emotional themes, planning
3. Ceremony & Ritual
4. Issues of Diversity
5. Transformation of Purpose and Goals
6. Experiential Exercise(s)

Required Readings:

- Ammen, S.A. A play-based teen parenting program to facilitate child-parent attachment. In H.G. Kaduson and C. E. Schaefer (Eds.) (2000). *Short-term play therapy for children*. New York: The Guilford Press, pp 345-371
- Brandler and Roman TEXT, Chapter 4, Endings, (pp 83-111).
- Cooper, M. (1995). Applying the codependency model to a group for families of obsessive-compulsive People. *Health and Social Work*, 20(4), 272-278.
- Mackenzie, R. (1996). Time limited group psychotherapy. *International Journal of Group Psychotherapy*, 46(1), 46-60

Recommended Readings:

- Dies, R. & Dies, K. (1993). The role of evaluation in clinical practice: Overview and groups treatment illustration. *International Journal of Group Psychotherapy*, 43, (1), 77-105.
- Fenster, A. & Colah, J. (1991) The making of a group psychotherapist: Needs and goals for graduate and postgraduate training. *Group*, 15, (3), 155-161.
- Grant, L.M. (2004). Evaluation of group work. (pp 461-477). In Garvin, Gutierrez and Galinsky Text.

- Rice, C. (1996). Premature termination of group therapy: A clinical perspective. *International Journal of Group Psychotherapy*, 46(1), 5-23.
- Rittner, B. & Smyth, N. (1999). Time-limited cognitive-behavioral group interventions with suicidal adolescents. *Social Work in Groups*, 22, (2/3), 55-71.
- Steinberg, D.M. (2004). The mutual aid approach to working with groups: Helping people help each other. Binghamton, NY: The Haworth Press. Ch 5, (pp 91-122). "Time and Place" and the Role of the Worker.
- Vichnis, R. (1999) Passing the baton: Principles and implications for transferring the leadership of a group, *Social Work in Groups*, 22, (2/3), 139-157.

Examination Two

Week 15 SPECIALIZED THERAPY GROUPS

1. Concurrent Individual and Group Therapy
2. Co-Therapists
3. Group Therapy Record Keeping
4. Structured Exercise
5. Modification of Traditional Group Therapy for Specialized Clinical Situations

Required Readings:

Yalom, I. & Lescz, M. TEXT. Ch.14. The Therapist: Specialized Formats and Procedural Aids, pp. 429-474. Ch. 15. The Specialized Therapy Group, pp. 475-524.

ADDITIONAL READINGS ON GROUP WORK PRACTICE: (By Content Area)

Theory

- Addams, J. (1910). Twenty years at Hull House. New York. The MacMillan Company.
- Agazarian, Y.M. (1997). Systems-centered therapy for groups. New York, NY: Guilford Press.
- Allen-Meares, P. & Garvin, C. (2000) The Handbook of social work direct practice. Thousand Oaks, CA: Sage Publications.
- Alissi, A. (2001). The social group work tradition: Toward social justice in a society. Weatogue, CT: Social Group Work Foundation. Occasional Papers, First Series, Number 1.
- Bitel, M. (1999). Mixing up the goulash: Essential ingredients in the "art" of social group work. *Social Work with Groups*, 17(3), 23-37.
- Breton, M. (1995). The potential for social action in groups. *Social Work with Groups*, 18 (2/3), 5-14.
- Canda, E. & Smith, E. (2001). Transpersonal perspectives on spirituality in social work. Binghamton, NY: The Haworth Press.
- Delgado, M. (2000). Community social work practice in an urban context: The potential of a capacity enhancement perspective. New York: Oxford.

- Eichler, R. & Halseth, J. (1992). Intuition: Enhancing group work. *Social Work with Groups*, 15, (1), 81-93.
- Falck, H. (1995). Central characteristics of social work with groups – a sociocultural analysis. In R. Kurland and R. Salmon (Eds.) *Group work practice in a troubled society: Problems and Opportunities*. Binghamton, NY: The Haworth Press, pp 63-72.
- Gilbertson, B. & Ramchandani, V. (1999). The Wilder nonprofit approach to developing effective Teams. St. Paul, MN: Amherst H. Wilder Foundation.
- Gitterman, A. (Ed.) (2001). *Handbook of social work practice with vulnerable and resilient populations*. Second Edition. New York: Columbia University Press.
- Middleman, R. and Wood, G.G. (1990). From social group work to social work with groups. *Social Work with Groups*, 13(3), 3-20.
- Ormont, L. (1995). Cultivating the observing ego in the group setting. *International Journal of Group Psychotherapy*, 45(4), 489-506.
- Stephan, W.G. and Stephan, C.W. (2001). *Improving intergroup relations*. Thousand Oaks, CA: Sage Publications.

Brief Group Work Models

- Ebenstein, H. (1998). Single-session groups: Issues for social workers. *Social Work with Groups*, 21 (1/2), 49-60.
- LeCroy, C. W. & Daley, J. (2001). *Empowering adolescent girls: Examining the present and building skills for the future with the “Go Girls” program*. New York: Norton Professional Books.
- McKay, M., & Paleg, K. (Eds.) (1992). *Focal Group Therapy*. Oakland, CA: New Harbinger Publications.
- Steinberg, D.M. (2004). The mutual-aid approach to working with groups: Helping people help each other. Binghamton, NY: The Haworth Press, Ch 9, (pp 191-204): *Single Session Practice* and Ch 10 (pp 205-218): *Short Term Practice*.

Children and Adolescents

- Aronson, S. & Scheidlinger, S. (2003). *Group treatment of adolescents in context: Outpatient, inpatient and school*. Madison, CT: International Universities Press.
- Carrell, S. (2000). *Group exercises for adolescents: A manual for therapists*. Thousand Oaks: Sage Publications.
- Dror, Y. (Ed.) (2000) *Innovative approaches in working with children and youth: New lessons from the kibbutz*. Binghamton, NY: The Haworth Press.
- Fraser, M.W., Nash, J.K, Galinsky, M.J. & Darwin, K. (2000). *Making choices: Social problem-solving skills for children*. Washington D.C. National Association of Social Workers.
- Klicker, R. (2000). *A student dies, A school mourns, Dealing with death and loss in the school community*. Philadelphia, Pa: Accelerated Development – Taylor and Francis Group.

- Pinto, R. (2000) HIV prevention for adolescent groups: A six-step approach. *Social Work with Groups*, 23, (3), 81-100.
- Rose, S. (1998). *Group work with adolescents: Prevention and intervention in school and community systems*. Thousand Oaks, CA: Sage Publications, Inc.
- Webb, N.B. (1996). *Group Work with Children*. New York: The Guilford Press, Chapter 8, Group work with Children, 162-180.
- Smead, R. (2000). *Skills for living: Group counseling activities for young adolescents*. Vol. 2. Illinois: Research Press.
- Smith, C.S. & Nylund, D. (1997). *Narrative therapies with children and adolescents*. New York: The Guilford Press. (a wide range of narrative work that can be used with children and adolescents in groups).
- Waterman, J. & Walker, E. (2001) *Helping at-risk students: A group counseling approach for grades 6-9*. New York: Guilford Press.
- *Woods, J. (1996). Handling violence in child group therapy. *Group Analysis*, 29, (1), 81-98.

Racial/Ethnic/Cultural Issues

- Davis, L. E. (1995). The crisis of diversity. In M. Feit and J. Ramey (Eds). *Capturing the power of diversity*. Binghamton, NY: The Haworth Press, pp 47-58.
- *Davis, L. E. (1984). Ethnicity in social group work practice. (Special Issue). *Social Work with Groups*, 7(3).
- Granrose, C.S. & Oskamp, S. (Eds.) (1997). *Cross-cultural work groups*. Thousand Oaks, CA: Sage Publications.
- Gutierrez, L. M. & Lewis, E. (1999). *Empowering women of color*. New York: Columbia University Press.
- Lieu, F. W. C.L. (1995). Towards mutual aid in a Chinese society. In R. Kurland R. Salmon (Eds.) *Group work practice in a troubled society: Problems and opportunities*. Binghamton, N: The Haworth Press, pp 89-100.

Elderly

- Berman-Rossi, R. & Cohen, M. (1988). Group development and shared decision making with Homeless mentally ill women. *Social Work with Groups*, 11 (4), 63-78.
- Brown-Watson, A. (1999). *Still kicking: Restorative groups for frail older adults*. Baltimore, MD: Health Professions Press.
- Campbell, R. (2004). Groups for older adults. (pp 275-292). In Garvin, C., Gutierrez, L. and Galinsky, M. (pp 275-292). *Handbook of social work with groups*. New York: The Guilford Press
- Kelly, T. (1999). Mutual aid groups with mentally ill older adults. *Social Work with Groups*, 21(4), 63-80.

- MacLennan, B. (1993). Group psychotherapy for elderly patients. In Alonso & Swiller (Eds.). *Group Therapy in Clinical Practice*. Washington, D.C.: American Psychiatric Press. pp. 237-252.
- Miller, I. & Solomon, R. (1979). The development of group services for the elderly. In Carel B. Germain (Ed) *Social Work Practice*. New York: Columbia University Press. pp. 75-105.
- Newmann, E.W. (2000). Pearls in the muck. *Social Work with Groups*, 23 (3), 19-36.
- Orr, A.L. (1994). Dealing with the death of a group member: Visually impaired elderly. In A. Gitterman & L. Schulman (Eds.), *Mutual Aid Groups, Vulnerable Populations, and the Life Cycle* (2nd ed., pp. 367-384). New York, NY: Columbia University Press.
- Toseland, R. (1995). *Group work with the elderly and family caregivers*. New York: Springer.

Mentally and/or Emotionally Disabled

- Anderson, C., Reiss, D., & Hogarty, G. (1986). Implementation of a psychoeducational model: Treatment and administrative issues. *Schizophrenia and the family: A practitioner's guide to psychoeducation and management*, pp. 294-333. New York: Guilford Press.
- Blitstein, S. (1992). Life with the H-team: From narcissism to team spirit: Social group treatment for the dually diagnosed in group homes. *Social Work with Groups*, 15 (2-3), 37-52.
- Gavin, C. (1992). A task-centered group approach to work with chronically mentally ill. *Social Work with Groups*, 15, (2-3), 67-80.
- Martin, M. and Nayowith, S. (1989). Creating community: Group work to develop social support networks with homeless mentally ill. In Judith A. B. Lee (Ed). *Group work with the poor and oppressed*. Haworth Press, NY. pp. 79-93.
- Nightingale, L.C. and McQueeney, D.A. (1996). Group therapy for schizophrenia: Combining and expanding the psychoeducational model with supportive psychotherapy. *International Journal of Group Psychotherapy*, 46(4), 517- 533.
- Passi, L.E. (1998). *A guide to creative group programming in the psychiatric day hospital*. Binghamton, NY: The Haworth Press.

Other Disabilities

- Bat-Chava, Y. (1994). Group identification and self-esteem of deaf adults. *Personality and Social Psychology Bulletin*, 20, 494-502
- Bloch, J.S., Margolis, J., & Seitz, M. (1994). Feelings of shame: Siblings of handicapped children. In A. Gitterman & L. Schulman (Eds.), *Mutual Aid Groups, Vulnerable Populations, and the Life Cycle* (2nd ed., pp. 97-118). New York, NY: Columbia University Press.
- Collins, L. (1998). How do you spell hippopotamus? The use of group work in after school tutoring programs. *Social Work with Groups*, 21 (1/2). 61-75.
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- Group Therapy Treatment Planner. New York: John Wiley and Sons.
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- International Journal of Group Psychotherapy. Official publication of the American Group Psychotherapy Association. New York: Guilford Publications.
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- Social Work with Groups newsletter: Association for the Advancement of Social Work with Groups, Inc. Akron, Ohio. c/o The School of Social Work, University of Akron (tri-annually)

First Written Assignment (10pts)

Write a two page, typed paper that elucidates a group experience you have had. This experience can be professional or personal, past or present. In your paper you should make clear the following: purpose, goals, membership, leadership and structure. Was the group effective and why? In addition, comment on your role in the group based on the definition provided below: (Note: references are not required for this assignment).

*Role Analysis:

Individuals enter groups with certain tendencies developed through past experiences and are influenced by the prevailing “needs” and “presses” of the group. In process groups (and even some structured groups) helping members understand more about their role(s) in a group facilitates self-awareness. It also helps members gain insight about relationship patterns and interpersonal difficulties that they are unconsciously drawn into. Some typical group roles are: leader, peacemaker, comedian, the outsider, follower, fighter, scapegoat, negotiator, the emotional one, the silent one, etc.

Second Written Assignment (40 pts)

Write a “proposal” for the development of a group in (a) an agency you have worked in; (b) your first year practicum agency or (c) one of the agencies that will be suggested in class. The purpose of this assignment is to carefully consider all of the elements central to group development and practice.

Your proposal should follow the outline below and be developed with reference to relevant group literature.

Planning:

1. What is the agency you are planning to do your group in? (Consider philosophy and/or attitude of your agency toward group work (in general) and toward the specific kind of group that you are proposing?)
2. How can you maximize support and overcome obstacles to the initiation of the group at your agency?
3. In what ways can the group generate interest and support from the community outside the agency (e.g. will the group be a resource for the community?)
4. What are the specific needs of clients that you hope to meet in and through the group that you propose?
5. What are the significant social and cultural factors in the environment of potential group members?
6. What are the developmental needs of potential group members?
7. In what ways do you see a group as best meeting the needs you have described?
8. What are your needs motivating you to do this group?

Purpose:

1. What is the purpose of the group that you propose and how does it relate to the needs of the clients that you have identified above?
2. What type of group do you propose (treatment, socialization, task oriented, social action, etc?) Types may be hybridized if you make a case for it. Consider also the theoretical rationale for such a group (e.g. cognitive behavioral, etc.) and any evidence that groups such as these have proven effective.
3. How many leaders will there be? Rationale?
4. Anticipated descriptive characteristics of group members and degree of homogeneity/heterogeneity regarding them (e.g. age, gender, racial/ethnic background, language, education, socioeconomic level, previous group experiences, etc).
5. Anticipated behavioral characteristics of group members and degree of homogeneity/heterogeneity regarding them (e.g. interactional styles, motivations and capacities to change their long standing patterns of coping and defense, potential to develop individual goals in the group and respond to the demands of the group’s purpose).

Structure:

1. What are the temporal arrangements for the group that you propose and Your rationale for them (e.g. duration of each meeting, frequency, time, etc?)
2. What are the physical arrangements for the group that you propose and

Your rationale (e.g. meeting place, size of room, physical arrangements in The room, how members will get to the meetings?)

3. Will there be a fee to attend the group? Describe.
4. What arrangements do you need to make with whom regarding confidentiality, Intra- and inter-agency coordination and collaboration?
5. What supplies and/or equipment will be needed?

Pre-group contact:

1. How will you recruit/reach out to potential group members? Rationale?
2. How will intake be done for the group and by whom?
3. What criteria will you use to determine a client's suitability for this group? Rationale?
4. How will you assess a potential member's strengths, problems, concerns? What factors will you examine to determine this?
5. How will you orient and prepare a potential member for participation in the group?
6. Will you need to contact referral sources, relevant others? If so, what will be the nature of such contacts? Rationale?

Content:

1. What will be the content of group meetings (e.g. discussion, didactic materials, program media?) Rationale?
2. How will group content be planned? Rationale?
3. How will group content facilitate interaction among group members?
4. What supplies/equipment will be needed?

Evaluation:

1. How will you determine whether your group has met its goals?

Note: The above outline is designed to provide guidance and structure to this assignment. If, as you consider your agency and client population and read the relevant literature, you would like to add to it, please feel free to do so! You will be graded on the basis of the quality of your analysis, use of concepts from the course, organization of material, and writing skills. Late papers will be penalized 10% of the total assignment points and will not be accepted after *noon* on **Monday**.

Examinations (100pts)

Two exams will be given during this semester based on all required readings, videos, class lectures, guest speakers, class discussions, class activities, and online assignments. Each exam will be worth **50 pts**, you have 2 hours to complete each examination. Students should log on to <http://online.utk.edu/> to take the exam(s). If you are inadvertently logged off of <http://online.utk.edu/> while taking the exam, please contact Dr. Hall. If necessary, your exam will be re-set. No make-up exams will be allowed unless you obtain permission from the instructor prior to the start of class the day the exam is given. The exams are open book, open note, but it is strongly recommended that you thoroughly prepare yourself before taking an exam. Though the exams 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 and/or discussion, or shared information via email or any other medium constitutes "academic dishonesty" as described by *UT Hilltopics*.

Experiential Group Exercise (50 pts)

This assignment has two parts; **Part A** students will select one type of group (e.g. Children, Adolescent, Substance Abuse, Geriatric, Stress Management, Sexual Trauma, Domestic Abuse, Dual Diagnosis, Men's or Women's Group, Grief Management, Eating Disorders, etc) and facilitate a discussion using course concepts and ideas. Both the group discussion and written assignment(s) should include: (1) a historical background; description of the group members; goals and objectives, strengths, limitations; discussion of specific topics and/or tasks the group leader will utilize.

In **Part B**, students will facilitate a group dialogue on the assigned readings as they relate to the weekly course goals and objectives. As the group leader you are responsible for leading a discussion and developing a descriptive written outline that should include: a detailed discussion assigned readings as they relate to the weekly course objectives and goals; and the development of 8-10 open-ended questions. As the group facilitator students may choose to use games and exercises in each assignment.

Students will develop written descriptive outlines (3-4 pages), for **Part(s) A & B** of the assignment. An electronic submission of the outline(s) are due *noon* the **Monday** before class. The written component(s) are worth **15 pts** each and group facilitation component(s) are worth **10 pts** each. The points for the oral portion (*group facilitation*) will be based on anonymous peer evaluation; guidelines will be distributed in week one.