

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW525 - Clinical Social Work Practice with Groups
Course Outline
Fall 2005

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Office Hours

Tuesday 9am-12noon & Wednesday 1pm-3pm
and by appointment.

(The content of this syllabus is subject to change until the first day of class.)

Course Outline

**A group exercise and/or video will accompany most of the class sessions.*

First Session 8/29 & 8/30	Introduction of Group Work (self-exam) Group Types & Foundations Yalom Chapter 1 & Chapter 16, Chapter 17
(9/5/06-Holiday, no class) (9/6/05- Out of class assignment for Tuesday section)	
Second Session 9/12 & 9/13	Therapeutic Factors and Interpersonal Learning (Paper Due) Yalom Chapter 2 & Chapter 4,
Third Session 9/19 & 9/20	The Therapist (video) Yalom Chapter 3 & Chapter 5, Corey and Corey Chapter 2
Fourth Session 9/26 & 9/27	Creation of the Group and Theoretical approaches (video)/(Quiz) Yalom Chapter 8 Lee- Empowerment Group Approach Chap. 11 Phillips-NTU Psychotherapy
Fifth Session 10/3/ & 10/4	Ethical and Legal Issues/Initial Group (video) Standards of Social Work Practice with Groups Corey & Corey Chapter 3 & Chapter 5
Sixth Session 10/10 & 10/11	Setting Goals (video) Yalom Chapter 11, Kauff- Analytic Group Approach
Seventh Session 10/17 & 10/18	Here and Now/Group Observation (video)/(Mid-term) Yalom Chapter 6, &7

Eight Session 10/24 & 10/25	Here & Now Therapy (video) Yalom Chapter 6, & 7
Ninth Session 10/31 & 11/1	The Advanced Group/ Special Populations-Adolescents (video) Yalom Chapter 12 & Chapter 9
Tenth Session 11/7 & 11/8	The Advanced Group/ Specialized Populations-Elderly Yalom Chapter 12 & Chapter 9 Corey and Corey Chap 12
Eleventh Session 11/14 & 11/15	The Group Process/Problem Clients (Quiz) Yalom Chapter 13 & Chapter 14)
Twelfth Session 11/21 & 11/22	Group/Termination closure Yalom Chapter 12 (Final Paper Due) Presentations and experiential activities
Thirteenth Session 11/28 & 11/29	Presentations and experiential activities
Fourth tenth Session 12/5 & 12/6	Presentations and experiential activities (self-exam)

Grading System

In this course, five (5) criteria will be used to evaluate the student's comprehension and synthesis of the content presented. They are: (1) class attendance and participation, (2) mid-term exam, (3) papers, (4) class presentations, and (5) two quizzes. Some specifics of the point system follow.

(1) Class attendance and participation -50 points

Students are expected to attend all scheduled classes, fully participate and keep a running journal of their observations and thoughts about class experiences. Consistent participation in discussions and in class assignments is expected. *Students must read all assigned readings prior to attending class.* This will contribute to interactive discussions and exchanges of ideas.

Please inform the instructor as soon as possible as to the reasons for unavoidable absences. (**More than three missed classes will result in the loss of 50% of points available for class attendance and participation.**)

(2) Mid-term Examination-100 points

An examination will be given to measure students' knowledge and understanding of the content covered in the first half of the course.

(2) Papers-150 points

Each student will complete a 2 to 3 page paper explaining the overall importance of therapeutic factors as described by Yalom in Chapter 1 of the text. Each student must also describe their understanding of their current strengths and needs related clinical group leader skills and their current populations of interest. (50 points)

In addition, each student will complete one 6 to 7 page paper proposing group therapy appropriate for a high risk/vulnerable population of the student's choice. The paper will utilize scholarly literature to justify the appropriateness of the proposal for the population chosen. (100 points)

All papers should be formatted via APA guidelines and reflect assigned readings and relevant research literature. Additional details for each assignment will be given in class and during individual office consultations (if requested) prior to the due date. **(It is important to follow APA guidelines, use Times Roman 12pt font and utilize appropriate sentence structure and grammar to avoid up to a 10% deduction of points available for this assignment).**

(3) Class Presentations-50 points

Each student will present the highlights of his/her paper in class. The presentation requirements will be discussed in detail closer to the due date. The assignment will be graded via pass/fail criteria with three out of five content components being clearly presented for a passing outcome.

(4) Quizzes-100 points

Two quizzes (50 points each) will be given to measure students' knowledge and understanding of the course material.

The first two requirements (attendance and participation) will account for 11% of the grade. The two papers will account 34% of the course grade (17% per paper). The mid-term exam will account for 22% of the grade. The quizzes will account for 22% of the course grade. The final presentation will comprise of 11% of the course grade. Grades will be assigned according to the guidelines set forth in the Graduate Catalogue as follows:

The following point scale will be used to determine the student's overall class grade.

- A - Superior performance; work clearly demonstrates excellence
- B+ - Better than satisfactory performance
- B - Satisfactory performance
- C+ - Less than satisfactory performance
- C - Performance well below the standard expected of graduate students
- D - Clearly unsatisfactory for graduate level
- F - Extremely unsatisfactory performance
- 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.

450- 386 =A 385-321=B+ 320-256 =B 255-191 =C+ 190-126 =C 125-61 =D 65-0=F
I=Incomplete

**This is an academic course and in no way is tended to provide therapy or any type of health care services for the enrolled students.*

Student Health Center

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, Student Health Center is available at 901/448-5630. The Student Health Center is also available if students experience any discomfort that requires professional health care or need help taking responsibility for their personal health care issues. The course instructor is available to assist with referrals

Required Readings

Corey, S. C. and Corey, G. (2002). *Groups: Process and Practice*, 6th Ed., California: Brooks/Cole. (Chap. 2,3, 5 & 12 on reserve)

Kauff, P.F. (2002). Analytic Group Psychology: A Uniquely Effective Crisis Intervention. *Group*, Vol.26, No.2 (on reserve)

Lee, J. (2001). *The Empowerment Approach to Social Work Practice*, 2nd Ed. New York: Columbia University Press. (Chap. 2,3,11&12) (on reserve)

Phillips, F. B. (1990). NTU psychotherapy: An Afrocentric approach. *The Journal of Black Psychology*, Vol. 17, No.1, pp. 55-74. (on reserve)

Yalom, I. D. (2005). *Theory and Practice of Group Psychopathology*, 5th Ed., New York: Basic Books.

Additional Readings

Association for the Advancement of Social Work with Groups, Inc. (1999). *Standards for Social Work Practice with Groups*. Akron: AASWG c/o University of Akron.

Azibo, D. A. (Ed). (1996). *African psychology in historical perspective and related commentary*. Trenton, NJ: Africa World Press Inc.

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).

- Brown, A. & Mistry, T. (1994). Group work with mixed membership groups: Issues of race and gender. *Social Work with Groups*, 17(3), 5-21.
- 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.
- Corey, M. & Corey, G. (1997). Groups for the elderly. *Groups: Process and Practice* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, M. & Corey, G. (1997). Ethical and legal issues group counseling *Groups: Process and Practice* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Davis & Procter. (1989). *Race and Group Treatment, Race, Gender, & Class: Guidelines for Practice with Individuals, Families, and Groups*, Englewood Cliffs, NJ: Prentice Hall.
- 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), 227-293.
- Dreikers, R. (1959). Early experiments with group therapy. *American Journal of Psychotherapy*, 13, 882-891.
- Edwards, E. D. & Edwards, M. E. (1984). Group discussion members' reactions to a structured opening exercise. *Small Group Behavior*, 9, 363-371.
- Epstein, Gerald (1989). *Healing Visualizations: Creating Health Through Imagery*. New York: Bantam Books.
- Ettin, 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 and empirical foundation for group therapy. *Journal of Social Research*, 13(2), 105-121.
- Gitterman & Shulman (1994). *Mutual Aid Groups, Vulnerable Populations, and the Life Cycle*, (Second Edition) New York: Columbia University Press.
- Goddard, F. & Fresquez, E. (1998). *Social Work Licensure Examination Study Manuel: Clinical Examination*, Ventajas, L.L.C.
- Greif & Ephross. (1997). *Group Work with Populations at Risk*. New York: Oxford University Press.
- 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.

- Haney, H. & Leibsohn (2001). *Basic Counseling Responses in Groups*. Belmont: Brooks/Cole.
- Hare, P. A., Blumberg, H. H., Davies, M. F., & Kent, M. V. (1994). *Small Group Research: A Handbook*. Norwood, New Jersey: Ablex Publishing Corporation.
- Hepworth, D.H., Rooney, R.H. and Laresen, J. (1997). *Direct Social Work Practice: Theory and Skills*. Pacific Grove,CA: Brooks/Cole Publishing Co.,
- Hill, C. E. (1990). Is individual therapy process really different from group therapy process? *The Counseling Psychologist*, 18(1), 126-130.
- Hurdle, D. E. (1991). The ethnic group experience. *Ethnicity and Biculturalism*. The Haworth Press: New York.
- Kacen, 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.
- Kaplan, H. I. (1993). *Comprehensive Group Psychotherapy*. 3rd Edition, Baltimore: Williams & Wilkens.
- Klein, R. (1999). "Group work practice with trans-gendered male to female sex workers", In Mallon, G. (1999) *Social Services with Trans-gendered Youth*, 95-109.
- Lee, J. A. B. (1994). *The empowerment approach to social work practice*. New York: Columbia University Press.
- 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.
- Margolies, (1990). Cracks in the frame: Feminism and the boundaries of therapy. *Women and Therapy*, 9 (4), pp. 19-30.
- 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.
- Reid, K. E. (1997). *Social Work Practice with Groups: A clinical perspective*. (Second ed.). Pacific Grove, California: Brooks/Cole Publishing Company.
- Rose, S. D. (1989). Assessment in groups: Identifying client's problems and resources. *Working with Adults in Groups: Integrating Cognitive, Behavioral and Small Group Strategies*. San Francisco: Jossey-Bass.
- Rose, S. D. (1989). Preparing for group therapy: Planning treatment and orienting members. *Working with Adults in Groups: Integrating Cognitive, Behavioral and Small Group Strategies*. San Francisco: Jossey-Bass.

- 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 socio-recreational activities. *Working with Adults in Groups: Integrating Cognitive, Behavioral and Small Group Strategies*. San Francisco: Jossey-Bass.
- Rose, S. D. (1989). Using cognitive strategies to cope with stress and promote change. *Working with Adults in Groups: Integrating Cognitive, Behavioral and Small Group Strategies*. San Francisco: Jossey-Bass.
- Schiller, L. Y. (1995). Stages of development in women's groups: A relational model. In Kurland, R. & Salmon, R. (Eds.), *Group Work Practice in a Troubled Society: Problems and Opportunities*. The Haworth Press: New York.
- Shulman, L. (1992). *The Skills of Helping: Individuals, Families and Groups*. Itasca, Illinois: F.E. Peacock Publishers, Inc. (Chapters 8-15)
- Smith, K. K., & White, G. L. (1983). Some alternatives to traditional social psychology of groups. *Personality and Social Psychology Bulletin*, 9, 65-73.
- Smokowski, P. R., Rose, S., Todar, K., & Reardon, K. (1999). Post group-casuality status, group events, and leader behavior: An early look into the dynamics of damaging group experiences. *Research on Social Work Practice*, 9(5), 555-574.
- Spitz, H. I. (1996). *Group Psychotherapy and Managed Mental Health Care: A Clinical Guide for Providers*. New York: Brunzer Mazel.
- Spring, T. S. K. (1996). A review of inpatient group therapy for borderline personality disorder. *Harvard Review of Psychiatry*, 3(5), 268-278.
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- 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.
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- Yalom, I. D. (1995). *The Theory and Practice of Group Psychotherapy*. (4th ed.). New York: Basic Books.
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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.