

University of Tennessee
College of Social Work

SW525 - Clinical Social Work Practice with Groups

Course Outline
Fall 2006

Thursdays 12:40 - 3:20
RM 306 Henson Hall

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

Required Texts

Yalom, I. D. & Leszcz, M. (2005). Theory and Practice of Group Psychotherapy, 5th ed. New York: Basic Books.

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

Course Objectives

By the completion of the course, students are expected to be able to:

1. Trace the major historical developments and current trends in the use of groups in social work practice;
2. Identify and describe ethical and professional issues related to the use of treatment groups;
3. Specify and explain the appropriate and inappropriate use of the group method for client problems including clients from high risk populations and clients varying in racial, ethnic, socio-economic, cultural, gender, age or sexual orientation characteristics ;
4. Assess client behavior and plan appropriate group interventions, strategies and goals;
5. Describe a framework for conceptualizing group developmental stages and process; the reciprocal influences of group process, individual and group behavior; the roles and functions of group leader, member, interaction and setting;
6. Effectively design, structure, implement strategies for, lead and evaluate the effectiveness of group interventions for short-term and long-term groups;
7. Identify and describe the major principles and techniques for facilitating individual and group change;
8. Identify and describe evaluative procedures applicable to assessment of individual and group change, including the worker's strengths/vulnerabilities as a group leader/member.

Course Requirements

1. Full attendance.
2. Responsible participation in class activities and discussion. Turn off all cell phones before coming to class. The professor reserves the right to ask any student to close his/her laptop if it is being used for any purpose other than taking notes.

3. Biweekly quizzes on the content of the readings.

4. Completion of all biweekly papers. Every student will receive a code name (alias) 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 (allis) 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 that emerged and were evident in the class group exercises. Discuss the relevance and applicability of the theory and concepts from the readings to your own experiences in the group experiential exercises. Your self-observations, reactions, and group observations are a critical in these papers. 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.

c. The professor will read each of the papers and provide feedback and half the points for the paper's 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 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.

Extra Credit

Yalom's novel, The Schopenhauer Cure, is a companion to the textbook for this course. Students wishing to learn extra credit should read this fine novel and write a 10-12 page paper addressing the following points.

- a. What therapeutic factors were evidenced in the group?
- b. How did the therapist make use of transparency and transference and what was your reaction to his use of transparency?
- c. How was group cohesion evidenced in the group over the life of the group? What factors or events threatened group cohesion and what factors enhanced it?
- d. How did the therapist make use of the here and now in the group and use process commentary to move the group forward?
- e. What group member did you most identify with and which group member evoked the strongest reaction in you. How do you understand your reactions?
- f. Discuss how the issues of subgrouping, conflict, self-disclosure, and termination created challenges to the life of the group.

Papers will be graded on the quality of the thought, insight, and writing evidenced. A maximum of 10% extra credit can be earned with this paper.

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 based upon the distribution of the final point totals for the class. Students in the second standard deviation above the mean will receive an A. Students in the first standard deviation above the mean will receive a B+. Students in the first standard deviation below the mean or with at least 80% of all possible points will receive a B. Students in the second standard deviation below the mean will receive a C+. Other grades will be awarded based on total points and the class mean. **Extra credit point are added to a student's point total after the class mean and standard deviation have been calculated. Consequently, extra credit points can make a significant difference in final grade earned.**

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

COURSE OUTLINE

First Class - 8-24-06

Introduction – Review of Syllabus – Opening exercises

Second Class - 8-31-06 - 1st Paper Due

Group Foundations

Yalom - Preface to the 5th Edition, Yalom, Ch. 1 - The Therapeutic Factors, Ch. 16 - Group Therapy: Ancestors

and Cousins, & Ch. 17 - Training the Group Therapists

Third Class - 9-7-06- 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 - 9-14-06 - 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 – 9-21-06- 2nd Quiz Due

Creation and Composition of Therapy Groups

Yalom, Ch. 8 - The Selection of Clients, 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 – 9-28-06 - 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 (Available on the course website under Documents)

Corey & Corey Ch. 2 - Ethical and legal issues in group counseling

Seventh Class – 10-5-06 - 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 - 10-12-05 -Fall Break

Nine Class - 10-19-06- 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

Tenth Class - 10-26-06 - 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 – 11-2-06 - 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](#)

Everly, G. S., Crisis Management Briefing (CMB): Large Group Crisis Intervention in Response to Terrorism, Disasters, and Violence (Available on the course website under Documents)

Twelfth Class 11-9-06 - 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 11-16-06 -6th Paper Due

Problem Patients

Yalom, Ch. 13 - Problem Patients

Special formats

Specialized therapy group

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

11-23-06 Thanksgiving Break

Fourteenth Class 11-30-06 - 6th Quiz Due

Extending treatment into the world

Ending the Group's Work

Spitz-Termination of the Group and Follow-up Planning

Yalom - The Schopenhauer Cure (optional)

Pulling it all together

Final Due Due 12-8-2006

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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*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.
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