

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

SW 525 - Clinical Social Work Practice with Groups
Course Outline
Fall 2007

Instructor: J. Camille Hall, Ph.D., LCSW

Office: 323 Henson Hall

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Time: Tuesday 12:20-3:20

Location: HH 306

Office hours: T/TH 11:00 – 12:00
By Appointment

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

Required Textbook(s):

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.

*The Journey workbook available during first class meeting.

Recommended Textbook:

American Psychological Association. (2001). *Publication manual of the American Psychological Association, (5th ed.)*. Washington, DC: Author.

Other required readings:

In addition to assigned readings from our texts, there are several articles designated in our syllabus which are required readings. They are on reserve in Hodges Library and can be accessed through *Online@UT*.

Blackboard:

This course utilizes many Blackboard features available through *Online@UT*. Please make sure the email address listed in the course is your current one. If additional help is needed accessing Blackboard contact helpdesk@utk.edu

Attendance Policy:

Students are expected to attend all classes and to arrive punctually. Each unexcused absence or tardiness will result in 5 points being deducted from total points earned.

Inclement Weather Policy:

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified so that appropriate announcements may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Disability Services:

If you need course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall at 974-6087. This will ensure that you are properly registered for services.

Honor Statement:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By enrollment in this class, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work in SW525, thus affirming your own personal commitment to honor and integrity (*Hilltopics*).

Course Requirements:

The course format will be a combination of lecture, video, class discussion and activities, guest speakers, and online learning. Students are expected to review, critically analyze, and discuss assigned readings. In addition, students will participate in experiential group exercises. Grades will be based on 2 written assignments, experiential group exercises, 2 exams, and class attendance/participation.

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- <i>below no credit</i>	
173-164	B		
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.

COURSE READINGS & ASSIGNMENTS

SW525-Clinical Social Work Practice with Groups

FALL 2007

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.
4. Experiential Exercise(s)

Video: The Gift of Therapy, Hodges Media Center

Required Readings:

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(s)

Video: TBD, Hodges Media Center

Required Readings:

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

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)

Video: TBD, Hodges Media Center

Required Readings:

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:

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)

*Blackboard/Interactive Group Meeting

Video: TBD, Hodges Media Center

Required Readings:

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.

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).

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)

Video: Understanding Group Therapy, Hodges Media Center

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.

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 WORKING IN THE HERE AND NOW

1. Definition of the process
2. Tasks and techniques of working in the here and now
3. Process Orientation
4. Use of the past
5. Experiential Exercise(s)

Required Readings:

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

Week 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

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.

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.

Week 10 CHALLENGES OF EFFECTIVE GROUP WORK

1. Transparency
2. Transference/Countertransference in the therapy group
3. Experiential Exercise(s)

*Blackboard/Interactive Group Meeting

Required Readings:

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

Week 11-12 GROUP WORK WITH CHILDREN & ADOLESCENTS

1. Understanding the role of leadership.
2. Group culture
3. Experiential Exercise(s).

Video: Management of a Crisis in Adolescent Group Therapy, Hodges Media Center

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.

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 13 THE ADVANCED GROUP

1. Subgrouping
2. Conflict in the Therapy Group
3. Self-Disclosure
4. Termination
5. Problem Group Members
6. Experiential Exercise(s)

Video: Group Procedures with Older People, Hodges Media Center

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 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
6. Experiential Exercise(s)

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.

Week 15 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

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.

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.

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.

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:

***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.

Note: references are not required for this assignment. All written assignments must be formatted APA 5th edition. The paper is due at the beginning of class on **September 4th**; later papers will be penalized 10% and will not be accepted after noon on Wednesday **September 5th**

Group Written Assignment (50 pts)

Each group will write two (2) “proposals” for the development of a group in the following: (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(s) should follow the outline below, must be in narrative format, 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? (must be evidence-based)

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. You must have 8-10 references, the majority of which must come from peer-review journal articles. All written assignments must be formatted APA 5th edition. Papers are due (**November 21st**) at the beginning of class; late papers will be penalized 10% of the total assignment points and will not be accepted after *noon* on Wednesday, **November 22nd**.

Examinations (100pts)

Two exams will be given during this semester based on all required readings, videos, class lectures, guest speakers, class discussions, class activities, experiential exercises, and online assignments. Each exam will be worth **50 points**. Students should log onto <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. Exam #1 is scheduled October 27th; exam #2 is scheduled **December 4th**

Experiential Exercises (30 pts)

Students will participate in an ongoing exploration of professional self-development by using an adapted version of “The Journey” by David Oldfield; group workbooks will be available in the first class meeting. Students will participate in classroom and blackboard discussions. You will be responsible for facilitating phases of “The Journey”. Specific details will be discussed in the first class meeting and posted on blackboard.

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.

Gans, J. & Counselman, E. (1999) Silence in group psychotherapy: A powerful communication. *International Journal of Group Psychotherapy*, 50(1), 71-85.

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

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.

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.

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.
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