

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

SW 525: Clinical Social Work Practice with Groups

Course Outline

Fall 2008

Instructor: Steve Brown MSSW LCSW

Class Day, Time, and Location: Thursdays 645pm – 935 pm Room 206 Henson Hall

Phone: 690-0963

Email: ssbrown33@hotmail.com

Office Hours: Available by appointment

Required Texts

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

Yalom, I. D. (2005) The Schopenhauer Cure: A Novel

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

Course Requirements

1. Full attendance and attentive participation for both the lecture/activities and the lab group. Due to the nature and content of this course, attendance and participation is given a high priority, as reflected by the percentage of the grading devoted to this factor. Turn off all cell phones before coming to class. The instructor reserves the right to ask any student to close his/her laptop if it is being used for any purpose other than taking notes.

Group Lab and Lab Log: Students will participate in a group that will meet weekly over the course of the semester for the purpose of learning experientially about group process. The group will be a problem solving and support group. The lab group will meet weekly for 65 minutes—50 minutes for the session and 15 minutes for session processing.

As part of the small group assignment, students will be required to maintain a *weekly log of their experience in the group*. This log should reflect the student's observations and an analysis of the group's stage of development and of the group dynamics, including a description and analysis of different roles in the group and their feelings about the group process. Logs are due at the beginning of each class.

2. Group Paper and Group Presentation: Group Work with a Vulnerable Population/Special Problem Area. Working in a small group, you will complete an assignment on group work with a particular vulnerable client population/problem area. This assignment will involve a paper/outline and presentation by the group on what has been written about the client population (major issues with which they struggle, special dynamics, etc.), special factors to take into consideration when conducting groups with this population (how would format, duration, timing, and location of the groups be affected, what does this mean about the members' roles and leader's role, how might group dynamics be impacted?), what group methods/techniques are most effective based on all of the above? What type of inclusion/exclusion criteria would you

use for this type of group and why? What ethical concerns should you be sensitive to when running a group with this population? What might be the best methods of evaluating such a group? Group presentation evaluation guidelines are included in this syllabus.

3. Paper on Irvin Yalom's novel The Schopenhauer Cure. [Note: This is not a collaborative project. 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 the paper, the class, or both.]

Write a 12-15 page paper (depending on extra credit) 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.

- g. (extra credit) Irvin Yalom is, besides his expertise in group work, also well known for his existential approach to therapy and treatment. Discuss and give examples of this perspective as found within this novel.

- h. (extra credit) Discuss therapeutic interventions other than those that are group-focused found within this book

The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. The following criteria will be used for all graded assignments:

Quality and clarity of writing and organization

Comprehensiveness

The extent to which course concepts, discussion and readings are reflected in the writing.

Accuracy and specificity of observations.

4. **Comprehensive take-home final exam.** [Note: This is not a collaborative project. 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 the exam, the class, or both.]

Grading

Attendance, participation, and lab group work will account for 25% (100 points) of the course grade.

The Schopenhauer paper will account for 25% (100 points) of the course grade.

The group paper and presentation will account for 25% (100 points) of the course grade.

The final will comprise 25% (100 points) of the course grade.

Assignment of Final Grades

The final course grade will be based on the following:

A = 376-400 points (Superior performance, exceeds expectations)

B+ = 348-375 points (Better than satisfactory performance)

B = 328-347 points (Satisfactory performance, meets expectations)

C+ = 308-327 points (Less than satisfactory performance)

C = 280-307 points (Performance well below the standard expected of graduate students)

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. on Mondays through Thursdays, or 8 A.M. to 5 P.M. on 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. It is a walk-in center with hours of 10-1130am and 1-330pm M-F (subject to change); the phone number is 974-2196

COURSE OUTLINE

First Class 8-21-08

Introduction – Review of Syllabus – Lab group

Second Class 8-28-08

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 9-4-08

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 9-11-08

Group Cohesiveness

Basic Tasks

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

Cohesion in Group Psychotherapy - Burlingame, Fuhriman, & Johnson

Fifth Class 9-18-08

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 9-25-08

Assessment and evaluation of clients

Group Treatment Ethics

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

Seventh Class 10-2-08

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

Eighth Class 10-9-08 Fall Break

Ninth Class 10-16-08 Schopenhauer 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 10-23-08

Leadership Styles and Skills

Dynamics of damaging group experiences

Kottler - Your Behavior in Groups (Chapter 2) and Unique Leadership Skills

Smokowski et al. - Postgroup-casualty status, group events, and leader behavior: An early look into the dynamics of damaging group experiences.

Eleventh Class 10-30-08

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

Twelfth Class 11-6-08

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 11-13-08 Group Paper Due/Group Presentation

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

Fourteenth Class 11-20-08 Group Paper Due/Group Presentation

Extending treatment into the world

Ending the Group's Work

Termination of the Group and Follow-up Planning

Pulling it all together

11-27-08 Thanksgiving Break

12-2-08 Final Due (emailed to instructor as a word document)

Assignment on Group Work with a Vulnerable Population/Special Problem Area

Working in a small group (not the same individuals as the lab groups), students will complete an assignment on group work with a particular client population/problem area. This assignment will involve two parts (1) a group paper and (2) a group presentation.

Both the paper and the presentation should cover

1. Major issues with which the client population/problem area struggle
2. Special factors to take into consideration when conducting groups with this population (how would format, duration, timing, and location of the groups be affected, what does this mean about the members' roles and leader's role, how might group dynamics be impacted?),
3. What group methods/techniques are most effective based on all of the above?
4. What type of inclusion/exclusion criteria would you use for this type of group and why?
6. What ethical concerns should you be sensitive to when running a group with this population?
7. What might be the best methods of evaluating such a group?

PAPER: The paper should be no more than 15 pages – APA format, typed, 12 point, Times New Roman font, doubled-spaced with one inch margins. Include references and identify which portions each individual participated. The group paper will be turned into the instructor at least one week prior to the date the group is scheduled to present (week 6 for those scheduled to present week 7 and Week 7 for those scheduled to present week 8).

PRESENTATION: Based on the paper students are expected to present their work to the class. Each group will be given 1 hour to present their work. Please remember you are professional social workers. Therefore, the presentation should be conducted in a professional manner. Behave professionally, **use power point** and practice the presentation multiple times.

Grades for both the paper and the presentation will be based on the degree to which the group fulfilled the following objectives:

1. Presentation by the group on what has been written about the client population (major issues with which they struggle, special dynamics, etc.)
2. Special factors to take in consideration when conducting groups with this population (how would format, duration, timing, and location of the groups be affected, what does this mean about the members' roles and leader's role, how might group dynamics be impacted?)
3. What group methods/techniques are most effective based on all of the above?
4. What type of inclusion/exclusion criteria would use for this type of group and why?
5. What ethical concerns should you be sensitive to when running a group with this population?
6. What might be the best methods of evaluating such a group?
7. Presentation made in a creative and engaging manner?
8. Evidence of planning and coordination among group members?

Group Theory and Treatment Bibliography

* required readings for class

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.
- *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 in group counseling. *Groups: Process and Practice* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- DeLucia-Waack, J. (1997). Measuring the effectiveness of group work: A review and analysis of process and outcome measures. *The Journal for Specialists in Group Work*, 22(4), 277-293.
- Dreikers, R. (1959). Early experiments with group therapy. *American Journal of Psychotherapy*, 13, 882-891.
- *Edwards, E. D. & Edwards, M. E. (1984). Group work practice with American Indians. *Ethnicity in Group Work Practice*. The Haworth Press: New York.
- Elman, D., & Ruppel, D. (1978). Group discussion members' reactions to a structured opening exercise. *Small Group Behavior*, 9, 363-371.
- 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 an empirical foundation for group therapy. *Journal of Social Service Research*, 13(2), 105-121.
- Hack, T. F., Osachuk, T. A. G., & DeLuca, R. V. (1994). Group treatment for sexually abused preadolescent boys. *Families in Society: The Journal of Contemporary Human Service*, 75(4), 217-228.
- Hare, P. A., Blumberg, H. H., Davies, M. F., & Kent, M. V. (1994). *Small Group Research: A Handbook*. Norwood, New Jersey: Ablex Publishing Corporation.
- Hill, C. E. (1990). Is individual therapy process really different from group therapy process? *The Counseling Psychologist*, 18(1), 126-130.
- Hill, G. W. (1982). Group versus individual performance: Are N=1 heads better than one? *Psychological Bulletin*, 91, 517-539.

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

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.

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

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

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

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

*Pollio, D.E. (2000), Reconstructing feminist group work. [Social-Work-with-Groups](#). 23(2): 3-18, 2000.

Pratt, J. (1945). The group method in the treatment of psychosomatic disorders. *Sociometry*, 8, 323-331.

Reid, K. E. (1997). *Social Work Practice with Groups: A clinical perspective*. (Second ed.). Pacific Grove, California: Brooks/Cole Publishing Company.

*[Roffman-R.A](#); [Picciano-J.F](#); [Ryan-R](#); [Beadnell-B](#); [Fisher-D](#); [Downey-L](#); [Kalichman-S. C](#) . (1997), Prevention group counseling delivered by telephone: an efficacy trial with gay and bisexual men. [AIDS-and-Behavior](#). 1(2): 137-154, June 1997

*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 sociorecreational activities. *Working with Adults in Groups: Integrating cognitive, behavioral and small group strategies*. San Francisco: Jossey-Bass.

*Saulnier, C. F. (1997). Alcohol problems and marginalization: social group work with lesbians. *Social-Work-with-Groups*. 20(3): 37-59, 1997..

*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.

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*Smokowski, P. R., Rose, S., Todar, K., & Reardon, K. (1999). Postgroup-casualty 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: Bruner Mazel.

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*Toseland, R. W., & Rivas, R. F. (1995). Outline for a group proposal (Appendix E). *An Introduction to Group Work Practice*. (2nd ed.). Boston: Allyn and Bacon.

*Toseland, R. W., & Rivas, R. F. (1995). Evaluation. *An Introduction to Group Work Practice*. (2nd ed.). Boston: Allyn and Bacon.

*Toseland, R. W., & Rivas, R. F. (1995). Evaluation. *Ending the group's work*. (2nd ed.). Boston: Allyn and Bacon.

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

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

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

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

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

MORE RESOURCES ABOUT GROUP WORK PRACTICE:

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.

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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.
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- 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).
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- 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).
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- 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.
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- Kelly, T. (1999). Mutual aid groups with mentally ill older adults. *Social Work with Groups*, 21(4), 63-80.
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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.
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- 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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McWhirter, P. & McWhirter, J. (1996). Transition-to-work group: University students with learning disabilities. *Journal of Specialists in Group Work*, 21(2), 144-148.

Mishna, F. (1996). In their own words: Therapeutic factors for adolescents who have learning disabilities. *International Journal of Group Psychotherapy*, 46(2), 265-273.

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