

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 560-Based Interpersonal Practice with Groups

(3 credits)

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**Office Hours: Tuesday and Thursday 10-12
or by appointment**

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

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu)

Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Course Description: This is a required concentration course. This course focuses on recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems, to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercise, etc. The course will also consider how gender,

ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.

Course Rationale: Group work has a long history in social work, and is seen by many as a central intervention method for interpersonal social work practice. Group methods in interpersonal social work practice are particularly useful across practice settings emphasizing evidence based service delivery for a wide spectrum of client needs and problems. There is an abundance of research evidence supporting the efficacy and utility of group interventions with various clients/client systems.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

- 1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact*. (Critical Thinking/Evidenced-Based Practice – 1, 2)
- 2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. *Content: Understanding the role of leadership; leadership styles and tasks; self-awareness*. Critical Thinking/Evidenced-Based Practice – 1, 2; Pop at-risk/SJ 2)
- 3) Identification of phases of group development and phase-specific leadership skills. *Content: Stages of group development; maintaining task and role; Role of group members; Leadership issues; Authority and power; Interventions: Use of relationship- skill building, support, clarification, etc; Communication and interactional patterns; Group cohesion, norms, roles, status*. (Critical Thinking/Evidenced-Based Practice – 1, 2)
- 4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. *Content: Problem situations-attendance, conflict, scapegoating, a “difficult member”; diversity issues*. (Critical Thinking/Evidenced-Based Practice – 1, 2)
- 5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. *Content: Definition of group Dynamics; Interventions & techniques; Use of transference & countertransference; Working in the Here and Now*. (Critical Thinking/Evidenced-Based Practice – 1, 2)
- 6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. *Content: Theoretical framework for group work practice; Understanding group culture; Incorporating structured activities in group work; Transformation of purposes and*

goals; Termination tasks- Evaluation, emotional themes, planning; Concurrent individual and group therapies; Co-therapists; Group therapy recordkeeping; Structured exercises. (Critical Thinking/Evidenced-Based Practice – 1, 2)

7) Explication of an understanding of the range of ethical issues encountered in group work, demonstrate the ability to analyze ethical dilemmas, and develop strategies to address these dilemmas. *Content: History and value base of social work group practice*. (Values and Ethics - 1, 2, 3)

8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group. *Content: Multicultural group work practice; Identifying cross-cultural group dynamics; Using diversity as an empowerment tool; Definition of process; Cultural awareness; Group with special populations; Modification of traditional group therapy for specialized clinical situations; the importance of difference in shaping life experiences*. (Diversity -1-4; Critical Thinking-1, 3, 5; Values and Ethics-1, 2, 3; Pop at-risk/SJ-2)

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 Patterson" , without the quotation marks.

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.

To take the bi-weekly quizzes, log onto <http://online.utk.edu/>. The time available to complete each exam is specified on the exam. 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.

4. Completion of all biweekly papers. These papers are to be 1-2 pages in length and deposited in the digital dropbox prior to the start of class. 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. Papers are graded 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.

5. Paper on Yalom's novel, The Schopenhauer Cure. Write a 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.

6. Comprehensive final exam- This will be available at <http://online.utk.edu/>.

Grading – Linkages between elements of the course grade and course competencies are found in the Course Outline.

The first two requirements (attendance and participation) will account for 10% of the grade.

Biweekly papers will account for 20% of the course grade.

Biweekly quizzes will account for 30% of the course grade.

The paper will account 20% 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.**
Extra credit project– To be determined

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 – 8-21-08

Introduction – Review of Syllabus – Opening exercises

Second Class – 8-28-08 - 1st Paper Due – Competency 1 and 2

1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. *Content: Understanding the role of leadership; leadership styles and tasks; self-awareness.* Critical Thinking/Evidenced-Based Practice – 1, 2; Pop at-risk/SJ 2)

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 -1st Quiz Due - Competency 1 and 2

1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. *Content: Understanding the role of leadership; leadership styles and tasks; self-awareness.* Critical Thinking/Evidenced-Based Practice – 1, 2; Pop at-risk/SJ 2)

Group structure, process and interpersonal learning. Therapeutic Factors
Yalom, Ch. 2, - Interpersonal Learning, & 4 - The Therapeutic Factors: An
Integration

Burlingame, Fuhriman, & Mosier (2003). The Differential Effectiveness of Group
Psychotherapy: A Meta-Analytic Perspective

Fourth Class - 9-11-08 - 2nd Paper Due – Competency 3

3) Identification of phases of group development and phase-specific leadership skills. *Content: Stages of group development; maintaining task and role; Role of group members; Leadership issues; Authority and power; Interventions: Use of relationship- skill building, support, clarification, etc; Communication and interactional patterns; Group cohesion, norms, roles, status.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

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 2nd Quiz Due – Competencies 3 and 6

3) Identification of phases of group development and phase-specific leadership skills. *Content: Stages of group development; maintaining task and role; Role of group members; Leadership issues; Authority and power; Interventions: Use of relationship- skill building, support, clarification, etc; Communication and interactional patterns; Group cohesion, norms, roles, status.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. *Content: Theoretical framework for group work practice; Understanding group culture; Incorporating structured activities in group work; Transformation of purposes and goals; Termination tasks- Evaluation, emotional themes, planning; Concurrent individual and group therapies; Co-therapists; Group therapy recordkeeping; Structured exercises.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

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 3rd Paper Due – Competency 1

1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

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. 3 (2008) - Ethical and legal issues in group counseling

Brabender (2007). The Ethical Group Psychotherapist: A Coda

Seventh Class – 10-2--08 - 3rd Quiz Due – Competencies 1, 5, 7

1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. *Content: Definition of group Dynamics; Interventions & techniques; Use of transference & countertransference; Working in the Here and Now.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

7) Explication of an understanding of the range of ethical issues encountered in group work, demonstrate the ability to analyze ethical dilemmas, and develop strategies to address these dilemmas. *Content: History and value base of social work group practice.* (Values and Ethics - 1, 2, 3)

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 - 10-09-08 -Fall Break

Nine Class – 10-16-08 - 4th Paper due – Competencies 1 and 3

1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

3) Identification of phases of group development and phase-specific leadership skills. *Content: Stages of group development; maintaining task and role; Role of group members; Leadership issues; Authority and power; Interventions: Use of relationship- skill building, support, clarification, etc; Communication and interactional patterns; Group cohesion, norms, roles, status.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

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- 4th Quiz Due – Competencies 1, 3, 4

1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

3) Identification of phases of group development and phase-specific leadership skills. *Content: Stages of group development; maintaining task and role; Role of group members; Leadership issues; Authority and power; Interventions: Use of relationship- skill building, support, clarification, etc; Communication and interactional patterns; Group cohesion, norms, roles, status.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. *Content: Problem situations-attendance, conflict, scapegoating, a “difficult member”; diversity issues.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

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 - 5th Paper due – Competencies 6 and 8

6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. *Content: Theoretical framework for group work practice; Understanding group culture; Incorporating structured activities in group work; Transformation of purposes and goals; Termination tasks- Evaluation, emotional themes, planning; Concurrent individual and group therapies; Co-therapists; Group therapy recordkeeping; Structured exercises.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group. *Content: Multicultural group work*

practice; Identifying cross-cultural group dynamics; Using diversity as an empowerment tool; Definition of process; Cultural awareness; Group with special populations; Modification of traditional group therapy for specialized clinical situations; the importance of difference in shaping life experiences. (Diversity -1-4; Critical Thinking-1, 3, 5; Values and Ethics-1, 2, 3; Pop at-risk/SJ-2)

Debiak (2007). Attending to Diversity in Group Psychotherapy: An Ethical Imperative

Hurdle, 1991 - The ethnic group experience.

Vaa, Egner, and Sexton, (2002). Sexually Abused Women After Multimodal Group Therapy: A Long-term Follow-up Study

Washington & Moxley (2003) Group interventions with low-income African American women recovering from chemical dependency

O'Leary, Sheedy, O'Sullivan & Thoresen, (2003). Cork Older Adult Intervention Project: Outcomes of a Gestalt Therapy Group with Older Adults

Twelfth Class 11-6-08 - 5th Quiz Due - Competencies 6 and 8

6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. *Content: Theoretical framework for group work practice; Understanding group culture; Incorporating structured activities in group work; Transformation of purposes and goals; Termination tasks- Evaluation, emotional themes, planning; Concurrent individual and group therapies; Co-therapists; Group therapy recordkeeping; Structured exercises. (Critical Thinking/Evidenced-Based Practice – 1, 2)*

8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group. *Content: Multicultural group work practice; Identifying cross-cultural group dynamics; Using diversity as an empowerment tool; Definition of process; Cultural awareness; Group with special populations; Modification of traditional group therapy for specialized clinical situations; the importance of difference in shaping life experiences. (Diversity -1-4; Critical Thinking-1, 3, 5; Values and Ethics-1, 2, 3; Pop at-risk/SJ-2)*

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 - 6th Paper Due - Competencies 4, 5, and 8

4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. *Content: Problem situations-attendance, conflict, scapegoating, a "difficult member"; diversity issues. (Critical Thinking/Evidenced-Based Practice – 1, 2)*

5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. *Content: Definition of group Dynamics; Interventions & techniques; Use of transference & countertransference; Working in the Here and Now. (Critical Thinking/Evidenced-Based Practice – 1, 2)*

8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group. *Content: Multicultural group work practice; Identifying cross-cultural group dynamics; Using diversity as an empowerment tool; Definition of process; Cultural awareness; Group with special populations; Modification of traditional group therapy for specialized clinical situations; the importance of difference in shaping life experiences. (Diversity -1-4; Critical Thinking-1, 3, 5; Values and Ethics-1, 2, 3; Pop at-risk/SJ-2)*

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 - 6th Quiz Due - Competencies 4, 5, and 8

- 4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. *Content: Problem situations-attendance, conflict, scapegoating, a "difficult member"; diversity issues.* (Critical Thinking/Evidenced-Based Practice – 1, 2)
- 5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. *Content: Definition of group Dynamics; Interventions & techniques; Use of transference & countertransference; Working in the Here and Now.* (Critical Thinking/Evidenced-Based Practice – 1, 2)
- 8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group. *Content: Multicultural group work practice; Identifying cross-cultural group dynamics; Using diversity as an empowerment tool; Definition of process; Cultural awareness; Group with special populations; Modification of traditional group therapy for specialized clinical situations; the importance of difference in shaping life experiences.* (Diversity -1-4; Critical Thinking-1, 3, 5; Values and Ethics-1, 2, 3; Pop at-risk/SJ-2)

Extending treatment into the world

Ending the Group's Work

Mangione, Forti, & Iacuzzi (2007) Ethics and Endings in Group Psychotherapy:

Saying Good-by and Saying It Well

Pulling it all together

11-27-08 11-27-08 Thanksgiving Break

Paper and Final Due Due 12-4-2008 - Competencies 1, 2, 3, 4, 5, 6, 7, 8

- 1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact.* (Critical Thinking/Evidenced-Based Practice – 1, 2)
 - 2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. *Content: Understanding the role of leadership; leadership styles and tasks; self-awareness.* (Critical Thinking/Evidenced-Based Practice – 1, 2; Pop at-risk/SJ 2)
 - 3) Identification of phases of group development and phase-specific leadership skills. *Content: Stages of group development; maintaining task and role; Role of group members; Leadership issues; Authority and power; Interventions: Use of relationship- skill building, support, clarification, etc; Communication and interactional patterns; Group cohesion, norms, roles, status.* (Critical Thinking/Evidenced-Based Practice – 1, 2)
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Group Theory and Treatment Bibliography

*Indicates a reading in the course reader.

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- 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.
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- Hill, G. W. (1982). Group versus individual performance: Are N=1 heads better than one? *Psychological Bulletin*, 91, 517-539.
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- Kacem, 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.
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- Opalic, P. (1990). Group processes in short-term group therapy of psychotics. *Small Group Research*, 21(2), 168-189.
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