

THE UNIVERSITY OF TENNESSEE
College of Social Work
FALL 2009

SW 560-Evidence-Based Interpersonal Practice with Groups

(3 credits)

Instructor: J. Camille Hall, Ph.D., LCSW **Time:** Tuesday 12:20-3:20
Office: 323 Henson Hall **Location:** HH 306
Email: jhall39@utk.edu **Office hours:** T/R 11-noon
By Appointment

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*).

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; Populations at-risk/SJ-2)

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.

Yalom, I. D. (2005). *The Schopenhauer cure*. New York: Harper-Collins Publishers.

Yalom, I. D. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: Harper-Perennial Publishers.

**The Journey workbook will be available for purchase during first class meeting.

Recommended Textbook:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th 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

Grading:

Students will be evaluated by total points earned in this course as outlined above. The grading scale by total points is as follows:

200-188	A	159-150	C+
187-180	A-	149-140	C
179- 170	B+	139	<i>below no credit</i>
169-160	B		

COURSE READINGS & ASSIGNMENTS**Group Experience (10-points)**

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? This assignment assesses previous knowledge of group history and value base; group design and functioning; leadership structures; and ability to analyze ethical dilemmas. 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. This assignment evaluates course competencies 1-4.

Note: References are not required for this assignment. All written assignments must be formatted according to *APA 6th edition*. An electronic version of the paper must be submitted to the instructor and assigned group members at the beginning of class on **September 1st**. Assignments will not be accepted after *12pm* on Wednesday, **September 2nd**. Students will provide feedback on 1-student group members’ assignment; your feedback is due by *noon*, on **September 8th**. Each portion of the assignment is worth **5** points; two points will be deducted from late assignments and peer feedback.

Group Proposal (40-points)

Each group will write a “proposal” [40-55 power point slides] 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, worth **40pts**. The purpose of this assignment is to carefully consider all of the elements central to group development and practice by evaluating the students’ ability to: demonstrate their

knowledge of design, recruitment and composition of groups for optimal goal achievement; 2) describe optimal leadership structures of small groups; group purpose and goals for at-risk populations; 3) identify phases of group development and phase-specific leaderships; 3) explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation; 4) describe the differential employment of intra-group strategies, activities, and to; 5) demonstrate an understanding of the ethical issues encountered in group work and develop strategies to address these dilemmas.

Your electronic proposal 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 10-15 references, the majority of which must come from peer-review journal articles. All written assignments must be formatted *APA 6th* edition. Electronic proposals are due on **November 17th** at the beginning of class; late proposals will be penalized; 5pts will be deducted from the total assignment points and will not be accepted after *noon* on Wednesday, **November 18th**. This assignment evaluates course competencies 1-8.

Group Process Recording(s) (75-points)

Students will submit a detail impressionistic summary [10-15 pages] of three (3) group therapy meetings conducted in their field placement [if your agency does not provide group therapy consult the instructor for alternatives]. The written report(s) should include: type of group (i.e. inpatient, substance abuse, etc.), facilitators (i.e. age, race/ethnicity, co-facilitators, etc.), group stage (e.g. beginning, middle, end-norm setting/development, etc.); agency setting; group members (i.e. fe/male(s), age, race/ethnicity, socio-economic status, etc.); communication style (e.g. round robin, hot seat, etc.). All dialogue should be reported verbatim, the report should conclude with insights regarding effective use of interpersonal group therapy (i.e. useful feedback, transparency, ahistorical, here and now, group member(s) self-revelation(s), vertical/horizontal disclosure(s), process and content, therapist errors, etc.). Students should reflect on their use of supervision, transference, countertransference, and use of self, etc. Each group process recording is worth **25-points** and should be submitted to the digital Dropbox on the course Blackboard site. All assignments are due at the beginning of class on **September 15th**, **October 13th**, and **November 10th**. Late assignments will be penalized **5-points**; and will not be accepted after *12pm*, on the *Wednesday* after each due date. This assignment evaluates course competencies 1-8.

Video Reflections (25-points):

Student watch video recordings from each course unit. Student must write a total of five (5) reflections; points will be based on substantive dialogues and full integration of course concepts into the discussion [in other words you get all **5-points** per reflection or none]. After watching assigned videos students are required to summarize their ideas (*20-30 sentences per reflection*) incorporating assigned course readings. Two points per sentence will be deducted for each blog exceeding the required limit. Five reflections must be posted on the course Blackboard site and completed on or before **November 3rd**, before **12pm**; each reflection is worth **5-points**. Late assignments will not be accepted, *no exception*. In this assignment students address group design, leadership role, ethical issues, phase-specific skills of group development, co-facilitation, inpatient and outpatient group practice techniques. This assignment evaluates course competencies 1-8.

Experiential Exercises (25-points)

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. Each student is required to participate and facilitate small group and classroom discussions of "*The Journey*". Specific details will be discussed in the first class meeting. This assignment enables students to: observe group structure and dynamics; students facilitate group sessions that provide opportunities to explore group leadership style and tasks; students work to form cohesion and establish norms. In addition, students observe stages of group development; strategies of maintaining leadership role and tasks; use of relationship; skill building, and problem situations (e.g. conflict, scapegoating, attendance, etc.). This assignment provides experiential knowledge of course competencies 1-8.

Online Journal (25-points):

Each student will read “The *Schopenhauer Cure*” & “*The Gift of Therapy*” [specifics will be discussed in the first class meeting]. Students will participate in (5) online discussions of these books. All journal entries, worth 5-points each, must be completed by **November 24th**; late assignments will not be accepted. Points awarded will be based on substantive dialogues and integration of course concepts in the discussion. No points will be awarded for partial participation and/or unsatisfactory discussions. This assignment provides discussion and experiential knowledge of the phases of group development, leadership, ethical issues, critical assessment of group functioning. Students discuss the tasks and techniques of working in the here and now; process orientation, use of the past, transparency, transference/countertransference, subgrouping, problem group members, and self-disclosure. Course competencies 1-8 are evaluated.

Unit 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. Values and ethic dilemmas in group therapy.
5. Experiential Exercise(s)

Course Competencies(s): [5, 7]

Video: ¹ The Gift of Therapy: A conversation with Irvin Yalom, MD.

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.

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)

Course Competencies: [6]

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.

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)

Course Competencies:[1]

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

Recommended Readings:

Lesser, J.G. (2000). The group as selfobject: Brief psychotherapy with women. *International Journal of Group Psychotherapy*, 50 (3), pp 363-381.

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.

Unit 2 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)

Video:¹Understanding Group Psychotherapy.

Course Competencies: [3, 4]

Required Readings:

Camacho, S. (2001). Addressing conflict rooted in diversity: The role of the facilitator. *Social Work with Group* 24 (3/4), 135-152.

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.
- Schiller, L.Y. (1995). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups*, 20(3), 3-19.
- 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.

Unit 3 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)

Course Competencies:[1-4]

Video: ¹ Skills of Helping Parts 1 & 2

Required Readings:

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, J. S. (1996). Separation and individuation in the group leader. *International Journal of Group Psychotherapy*, 46(2), 149-162.

Alonso, A. & Rutan, J.S. (1996). Activity/Nonactivity and the group therapist: Don't just do something, sit there." *Group* 20(1), 43-55.

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.

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).

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

Unit 4 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)

Course Competencies: [2]

Video: ¹Inpatient Group Therapy. ²Outpatient Group Therapy.

Required Readings:

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

Unit 5 RACE, ETHNIC, & CULTURAL GROUP WORK

1. What constitutes Multicultural Group work practice?
2. Identifying cross-cultural group dynamics
3. Using diversity as empowerment tool

Video: ¹Group Procedures with Older People

Course Competencies: [2, 5, 7]

Required Readings:

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.

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.

Recommended 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.

Comas-Diaz, L. (1984). Content themes in group treatment with Puerto Rican women. *Social Work with Groups*, 7, (3), 75-83.

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.

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.

Gutierrez, L.M. and Ortega, R. (1991) Developing methods to empower Latinos: The importance of groups. *Social Work with Groups*, 14 (2), 23-43.

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.

Unit 6 CHALLENGES OF EFFECTIVE GROUP WORK

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

Course Competencies: [2,5,7]

Required Readings:

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

GROUP WORK WITH CHILDREN & ADOLESCENTS

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

Video: ¹Management of a Crisis in Adolescent Group Therapy

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.

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.

Shechtman, Z. (2001) Prevention groups for angry and aggressive children. *The Journal for Specialists in Group Work*, 26, (3), 228-236.

Recommended Readings:

*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.
- 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.
- 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
- 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).
- *Nimmanheminda, S. (1997). Adolescent acting out within group psychotherapy. *Journal of Child and Adolescent Group Therapy*, 7(3), 119-129.
- 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

Unit 7 THE ADVANCED GROUP

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

Course Competencies: [5, 7]

Video: ¹Evolution of a Group

Required Readings:

- 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.

Recommended:

- 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.

Unit 8 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)

Course Competencies: [2-7]

Video: ¹Solution-focused group therapy. ²The promise of group therapy: A live to tape demonstration of a time-limited group.

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.

Unit 9 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)

Course Competencies: [1,3,6,7]

Required Readings:

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ADDITIONAL READINGS ON GROUP WORK PRACTICE: (By Content Area)

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Brief Group Work Models

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