

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

**SW 560-Evidence-Based Interpersonal Practice with Groups  
(3 Credit Hours)  
Spring 2009**

**Instructor:** Samuel A. MacMaster, Ph.D.

**Phone:** 256-1885

**Class Times:** Tuesday, 12:00 to 3:50; or 5:30 to 8:30

**Email:** [smacmast@utk.edu](mailto:smacmast@utk.edu)

**Office Hours:** Tuesday, 12:00 to 1:00 pm and by appointment.

**Office:** Room 280

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](http://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**

Corey, G. (2008). *Theory and Practice of Group Counseling*, (7<sup>th</sup> ed.). Belmont, CA: Brooks & Cole Publishing

Yalom, I.D. (2006). *The Schopenhauer Cure*, Harper Collins Publishers.

**Optional Text** In addition to the required texts the following book is **optional**, designed to assist you with the learning process, and available from the usual booksellers:

Yalom, I. D. (2005). *The Theory and Practice of Group Psychotherapy* (5<sup>th</sup> ed.). New York, NY: Basic Books.

### **Course Requirements**

#### **1. Assigned Readings, Activities, and Attendance**

Students are expected to complete all readings assigned by the instructor before attending class. Students are also expected to participate in all in class discussions, exercises and small group activities as well as demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow classmates. Additionally, students are encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion.

Regular attendance is essential given the purpose and design of this course. Students are expected to be on time, attend all class sessions and stay until the end of class. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail.

All written assignments are to be turned in APA style (latest edition) and on their specific due date. Read and proof read your work. Any assignment **NOT submitted** on the specified due date is subject to a **penalty of two (2) points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted.**

#### **2. Assignments**

##### **Group Experience (05 points) Due Week 2**

In this assignment, students will write a paper that focuses on their group experience and discuss how their experience may affect their work in or with groups. Responses to questions will cover the following content: 1) understanding the role of leadership; leadership styles and tasks; self-awareness; 2) 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;

3) importance of difference in shaping life experiences; 4) distinction between task groups and treatment groups; 5) evaluation. Guidelines for completing this assignment will be discussed in class, available on the course website and on page 17 of this syllabus.

### **Weekly Small Group Labs (25 points)**

Students will be assigned to a small group that will meet weekly over the course of the semester for the purpose of learning experientially about the small group process. It is important to note that **the small group lab experience is not therapy**, thus should not be considered as such. Guidelines for conducting the small group labs will be discussed in class, available on the course website and on page 13 of this syllabus.

Grading for the small group labs will be determined in 2 parts: The Small Group Lab Logs and the Leadership Self Assessment Log.

**Small Group Lab Logs:** All students will complete a weekly log assessing their lab group and their participation in the group. Guidelines for the weekly logs will be discussed in class, available on the course website and on page 15 of this syllabus.

**Leadership Self-Assessment:** Each student will have the opportunity to lead their group at least once during the semester. Following this experience, the group leader will hand in a leadership self-assessment for group session which they lead. Guidelines for the Leadership Self-Assessment will be discussed in class, available on the course website and on page 16 of this syllabus.

**Makeup Assignment for Missed Lab Logs:** The professor understands that sometimes students have things that come up in their lives and they are unable to attend class. For this reason, make-up assignments for the weekly small group lab are available.

- If a student misses the small group lab, in place of the lab log the student can write a 5 page paper (APA format) addressing the topic of the missed small group lab. For example, if a student misses the small group lab addressing countertransference, in place of the lab log the student will write a makeup paper on the topic of countertransference.
- Makeup assignments need to integrate evidence based literature into the student's personal experiences. For this reason, the paper must be heavily cited and include **at least 5 professional references** (e.g., journal articles and text books). Although the student may use web citations, web citations will not be considered one of the 5 required references.
- The make-up assignment will be turned twice during the semester. Makeup for a lab for one of the first five groups missed is due on week 8 of the class. Make-up for a lab for one of the last five groups missed is due on week 14 of the class.
- Because leadership is a professional responsibility, no makeup is available if the designated leader misses group. However, the designated leader may trade leadership weeks with another group member if needed.

The Weekly Small Group Laboratory assignment integrates all 8 of the course competencies: (1) Explication of the design, recruitment and composition of groups to optimize

achievement of client and group goals. (2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. (3) Identification of phases of group development and phase-specific leadership skills. (4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. (5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. (6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. (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. (8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group.

### **Quizzes (40 points)**

Quizzes will be given on Blackboard throughout the semester. Every student is expected to complete ALL quizzes prior to the specific due date. Once the date has past, the blackboard will be locked and you will receive a ZERO for any quiz not completed. The format for quizzes will include objective and short answer questions covering the following content:

- Quiz 1 – Introduction to Group Work and the History of Group Work
- Quiz 2 – Leading the Group
- Quiz 3 – Ethics of Group Work
  - Quiz 4 – Group Processes- Early Stages of Group (Forming, Initial, Transition Stages of Group)
- Quiz 5 – Group Processes – Later Stages of the Group
- Quiz 6 – Therapeutic Approaches – Psychoanalytic & Psychodrama
- Quiz 7 – Therapeutic Approaches – Existential and Person Centered
- Quiz 8 – Therapeutic Approaches – CBT and RET
- Quiz 9 – Therapeutic Approaches – Reality Therapy and SFBT
- Quiz 10 – Integration and Application

Make up for quizzes will not be given, unless due to a **documented emergency**.

### **“The Schopenhauer Cure” Paper (10 points) Due Week 10, 3/12/09**

Students will be expected to read “The Schopenhauer Cure” by Yalom in its entirety and respond to questions that cover the following content: 1) therapeutic factors in groups; 2) group dynamics; 3) interventions & techniques; 4) use of transference & countertransference. Guidelines for completing this assignment will be discussed in class, available on the course website and on page 17 in this syllabus.

Please Note: You will not be able to finish this week’s reading in one week. Therefore, you should begin reading this book at the beginning of the semester.

### **Group Paper & Presentation (20 points)**

Working in a small task-group, students will complete an assignment on group work with a particular client population/problem area utilizing a particular therapeutic approach discussed in class. This assignment will involve a group paper and a 1 hour presentation by the group. Guidelines for this assignment will be discussed in class, available on the course website and on pages 18 and 19 of this syllabus.

The Group Paper and Presentation assignment integrates all 8 of the course competencies: (1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. (2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. (3) Identification of phases of group development and phase-specific leadership skills. (4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. (5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. (6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. (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. (8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group.

### **Grading**

Group Logs	25 points
Group Experience	05 points
“The Schopenhauer Cure” Paper	10 points
Quizzes (10 at 4 pts each)	40 points
Paper and Group Presentation	<u>20 points</u>
<b>Total</b>	<b>100 points</b>

\*\*Due dates are noted on each assignment as well as the attached course schedule.

### **Grading Scale**

The following grading scale will be used for final course grade.

A (95-100)	Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
B+ (90-94)	Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
B (85-89)	Good – Student consistently meets normal expectations for the course.
C+(80-84)	Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
C (70-79)	Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F (69-Below)	Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

## Course Outline, Readings, and Content

**Week 1** **Overview of course.** Review course outline, assignments, Blackboard (course website), and library reserve information.  
9-1

### **Introduction to Group Work and the History of Group Work**

Lecture: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; how at risk populations impact various aspects of group functioning.

**Video:** The Gift of Therapy

### **Required Readings:**

Corey, Chapter 1: Introduction to Group Work

### **Optional Readings:**

*Yalom, Chapter 1: The Therapeutic Factors*  
*Chapter 2 Interpersonal Learning*

\*\*\*Quiz 1 Posted on Line (Note: Take quiz before next class\*\*\*

**Week 2** **Leading the Group**

9-8 Lecture: Therapeutic factors in group; understanding the role of leadership; leadership styles and tasks; self-awareness; problem situations-attendance, conflict, scapegoating, a “difficult member”; diversity issues

Lab Group #1 (Topic: Group Leadership)

### **Required Readings:**

Corey, Chapter 2: The Group Counselor

### **Optional Readings:**

*Yalom, Chapter 3: Group Cohesiveness*  
*Chapter 4: The Therapeutic Factors: An Integration*  
*Chapter 5: The Therapist: The Basics*

\*\*\***Group Experience Paper Due Today**\*\*\*

\*\*\*Quiz 2 Posted on Line (Note: Take quiz before next class\*\*\*

**Week 3** **Ethics of Group Work**

9-15 Lecture: 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 including history and value base of social work group practice.

Lab Group #2 (Topic: Ethics and Values)

**Required Readings:**

Corey, Chapter 3: Ethical and Legal Issues of Group Counseling

**Optional Reading:**

Association for Specialists in Group Work. (1998). Best practice guidelines. *Journal for Specialists in Group Work*, 23(3), 237–244.

\*\*\*Quiz 3 Posted on Line (Note: Take quiz before next class\*\*\*

**Week 4 Group Processes- Forming the Group**

9-22

**Lecture:** Planning a group, preparation of members-selection, screening, contact; 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; understanding group culture; co-therapists.

**Video:** Groups in Action: Introduction

Lab Group #3 (Topic: Resistant Clients)

**Required Readings:**

Corey, Chapter 4: Early Stages in the Development of a Group (pp. 66-77)

**Optional Reading:**

*Yalom, Chapter 8: The Selection of Clients*

*Chapter 9: The Composition of Therapy Groups*

*Chapter 10: Creation of the Group*

**Week 5 Group Processes – Initial Stages of the Group**

9-29

**Lecture:** Therapeutic factors in groups; 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; problem situations- attendance, conflict, scapegoating, a “difficult member”; diversity issues; understanding group culture; co-therapists; definition of group dynamics; interventions & techniques; use of transference & countertransference; working in the here and now; understanding group culture; incorporating structured activities in group work.

**Video:** Groups in Action: Segment One: Evolution of Group...Initial

Lab Group #4 (Topic: Understanding Your Countertransference)

**Required Readings:**

Corey, Chapter 4: Early Stages in the Development of a Group (pp. 77-84)

**Optional Reading:**

*Yalom, Chapter 11: In the Beginning*

**Week 6 Group Processes – Transition Stages of the Group**

10-6

**Lecture:** Therapeutic factors in groups; 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; problem situations- attendance, conflict, scapegoating, a “difficult member”; diversity issues; understanding group culture; co-therapists; definition of group dynamics; interventions & techniques; use of transference & countertransference; working in the here and now; understanding group culture; incorporating structured activities in group work.

**Video:** Groups in Action: Segment One: Evolution of Group...Transition

Lab Group #5 (Topic: Conflicts in Groups)

**Required Readings:**

Corey, Chapter 4: Early Stages in the Development of a Group (pp. 84-93)

**Optional Reading:**

*Yalom, Chapter 11: In the Beginning*

\*\*\*Quiz 4 Posted on Line (Note: Take quiz before next class\*\*\*

**Week 7 Group Processes – Later Stages of the Group**

10-13

**Lecture:** Therapeutic factors in groups; 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; definition of group dynamics; interventions & techniques; use of transference & countertransference; working in the here and now; understanding group culture; co-therapists; group therapy recordkeeping; structured exercises.

**Video:** Groups in Action: Segment One: Evolution of Group...Working and Final

Lab Group #6

**Required Readings:**

Corey, Chapter 5: Later Stages in the Development of a Group

**Optional Readings:**

*Yalom, Chapter 12: The Advanced Group*

\*\*\*Quiz 5 Posted on Line (Note: Take quiz before next class\*\*\*

**Week 8 The Therapist and the Challenging Group Members**

10-20 Lecture: Problem situations-attendance, conflict, scapegoating, a “difficult member”; diversity issues; definition of group dynamics; interventions & techniques; use of transference & countertransference; working in the Here and Now; co-therapists; group therapy recordkeeping; structured exercises.

Video: Groups in Action: Segment Two: Evolution of Group...Challenging Clients

Lab Group #7

**Required Readings:**

Yalom, Chapter 6: The Therapist: Working in the Here-and-Now

Chapter 7: The Therapist: Transference and Transparency

Chapter 13: Problem Group Members

Chapter 14: The Therapist: Specialized Formats and Procedural Aids

**Week 9 Multicultural/Diversity Issues in Group Work**

10-27 Lecture: The role of leadership; self-awareness; diversity issues; understanding group culture; co-therapists; structured exercises and 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.

**Video:** “The Color of Fear”

**Video:** Groups in Action: Segment Two: Challenges of Addressing Diversity Issues

**Week 10 Therapeutic Approaches – Psychoanalytic & Psychodrama**

11-3 Lecture: Therapeutic factors in groups; theoretical framework for groups; understanding the role of leadership; definition of group dynamics; interventions & techniques; theoretical framework for group work practice; understanding group culture; incorporating structured activities in group work; transformation of purpose and goals; termination tasks- evaluation, emotional themes, planning; concurrent individual and group Therapies; co-therapists; group therapy recordkeeping; structured exercises; group with special populations; modification of traditional group therapy for specialized clinical situations.

Lab Group #8

Task Group Presentations

**Required Readings:**

Corey, Chapter 6: The Psychoanalytic Approach to Groups

Corey, Chapter 8: Psychodrama in Groups

\*\*\*Quiz 6 Posted on Line (Note: Take quiz before next class\*\*\*

**Week 11 Therapeutic Approaches – Existential and Person Centered**

11-10 Lecture: Therapeutic factors in groups; theoretical framework for groups; understanding the role of leadership; definition of group dynamics; interventions & techniques; theoretical framework for group work practice; understanding group culture; incorporating structured activities in group work; transformation of purpose and goals; termination tasks- evaluation, emotional themes, planning; concurrent individual and group Therapies; co-therapists; group therapy recordkeeping; structured exercises; group with special populations; modification of traditional group therapy for specialized clinical situations.

Lab Group #9  
Task Group Presentations

**Required Readings:**

Corey, Chapter 9: Existential Approach to Groups  
Corey, Chapter 10: Person-Centered Approach to Groups  
Yalom, (2006). Schopenhauer Cure (entire book)

\*\*\*Schopenhauer Cure Paper Due Today\*\*\*

\*\*\*Quiz 7 Posted on Line (Note: Take quiz before next class\*\*\*

**Week 12 Therapeutic Approaches – CBT and RET**

11-17 Lecture: Therapeutic factors in groups; theoretical framework for groups; understanding the role of leadership; definition of group dynamics; interventions & techniques; theoretical framework for group work practice; understanding group culture; incorporating structured activities in group work; transformation of purpose and goals; termination tasks- evaluation, emotional themes, planning; concurrent individual and group Therapies; co-therapists; group therapy recordkeeping; structured exercises; group with special populations; modification of traditional group therapy for specialized clinical situations.

Lab Group #10 (Final Lab Group)  
Task Group Presentations

**Required Readings:**

Corey, Chapter 13: Cognitive Behavioral Approaches to Groups.  
Chapter 14: Rational Emotive Behavior Therapy in Groups.

\*\*\*Quiz 8 Posted on Line (Note: Take quiz before next class\*\*\*

**Week 13 Therapeutic Approaches – Reality Therapy and SFBT**

11-24 Lecture: Therapeutic factors in groups; theoretical framework for groups; understanding the role of leadership; definition of group dynamics; interventions &

techniques; theoretical framework for group work practice; understanding group culture; incorporating structured activities in group work; transformation of purpose and goals; termination tasks- evaluation, emotional themes, planning; concurrent individual and group Therapies; co-therapists; group therapy recordkeeping; structured exercises; group with special populations; modification of traditional group therapy for specialized clinical situations.

Task Group Presentations

**Required Readings:**

Corey, Chapter 15: Reality Therapy in Groups.

Chapter 16: Solution-Focused Brief Therapy in Groups

\*\*\*Quiz 9 Posted on Line (Note: Take quiz before next class\*\*\*

**Class 14 Integration and Application**

12-1 Lecture: Integration of all 8 course competencies.

Wrap-Up, Termination Exercise, and Evaluation

**Required Readings:**

Corey (2008). Chapter 17: Comparisons, Contrasts, and Integration

Corey (2008). Chapter 18: The Evolution of a Group: An Integrative Perspective

\*\*\*Quiz 10 Posted on Line (Note: Take quiz before next class\*\*\*

**Assignments**

**Group Laboratory Guidelines**

Students will be randomly assigned to groups in the 1<sup>st</sup> class session. Once assigned, there will be no changing lab groups. Small group labs will be held the last hour of ten class sessions where students will meet for the purpose of learning experientially about the small group process. Each student will have the opportunity to lead their group at least twice during the semester. Specific guidelines for conducting the lab groups are as follows:

- The first 5 lab groups will focus on issues related to becoming and being a professional social worker that are assigned by the professor. Folders with information on each of the topics are available on the course website and include (a) group leadership, (b) ethics and values, (c) resistant clients, (d) understanding your countertransference, and (e) conflicts in groups. Each student will have an opportunity to lead one of these sessions.
- The last 5 lab groups will focus on issues determined by the group leader for that respective week. It is the leader's responsibility to (a) select an appropriate topic, (b) research this topic in advance, (c) be prepared to lead the group, and (d) lead the group in a sensitive, professional manner congruent with the topic selected. Please note: topical areas should address issues faced by social workers serving at risk populations, its impact on various aspects of group functioning, and an understanding of the range of ethical issues encountered in group.

- Prior to group the designated group leader will plan the session. This planning should incorporate elements of group leadership addressed in the text book, video, and class lecture.
- After each session each student will complete a brief feedback sheet for the leader regarding the leader's performance. A feedback form is available for the leader on page 14 of this syllabus and on the course website. The leader is responsible for making copies for their group.
- Following the group session, students are 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. Guidelines for the log are available on the course website and on page 15 of this syllabus.
- Following the group session, the designated group leader will complete a different version of the log reflecting on their experience as a group leader. Because group leaders are completing the leadership self-assessment, they are not required to complete the weekly log. Guidelines for the leader log are available on the course website and on page 16 of this syllabus
- **LOG ARE DUE AT BEGINNING OF THE NEXT SCHEDULED CLASS**
- It is important to note that weekly small group laboratory experience is not therapy, thus should not be considered as such. If real mental health problems arise, it is the responsibility of the student concerned to seek profession assistance.

## **LEADERSHIP FEEDBACK FORM**

Please complete this form after your group session and turn into the leader. Use the back of this form if you need more space.

1. What did you like about this session?

2. What did you not like about this session? Explain why

3. Describe what the leader(s) did well.

4. What suggestions would you give to the leader(s) that may improve this session?

## Group Log Guidelines

For each group lab students will complete a weekly log assessing their lab group and their participation in the group. Each log entry should be no more than 2 pages – typewritten, 12 point font, doubled-spaced with one inch margins. Please **DATE EACH LOG ENTRY**, put your group identifier and log # (be sure to indicate if this is your first, second, third etc. log submitted for a grade) on the right hand corner. The log is due at the beginning of class the following week. *Note:* Use proper APA format if applicable.

\*\*\*Group leaders will write a separate log on the days they are leading the group\*\*\*

**Grading:** Each log entry will be given a number grade from 0 to 2.50

2.50 = Very well thought out and comprehensive

1.25 = Brief comments with little to no explanation (minimal thought and depth)

0 = Logs that are not turned in

Thoughtfully prepare your logs as you respond to ALL of the following questions:

### Part 1 – The Group

1. Describe the night's session...what was the agenda? How was the topic related to working with populations at risk?
2. What stage of group development is your group in this week?
3. What roles are emerging in the group? Which members are assuming certain roles?
4. What are the communication/interaction patterns in the group? Are they the same each week? Pay attention to non-verbal communication.
5. Do you think your group is cohesive? Describe why or why not.
6. Are the group dynamics appropriate for the group's stage of development? Explain.
7. What ethical issue(s) did the group encounter? How were they analyzed, and what strategies were used to address them?
8. How did diversity impact the group, its purpose, leadership, composition etc.?

### Part 2 – Self Reflection

1. What did you learn about yourself in this session?
2. What are you learning about groups?
3. How are you feeling about groups?
4. An overview of your role as a group member.
5. A critique of your role as a group member including how you may have positively impacted or detracted from the group.
6. What will you do differently next time?
7. What did you learn about multicultural issues in group?
8. Other reflective thoughts.

## Leadership Self-Assessment Guidelines

Students will hand in a separate leadership self-assessment log for one or both group(s) they lead. The Leadership Self-Assessment is a different version of the log reflecting on their experience as a group leader. Because group leaders are completing the leadership self-assessment, they are not required to complete the weekly log. The log should be no more than 2 pages – type written, using 12 point font, doubled-spaced with one inch margins. The log is due at the beginning of class the week following the group you lead. *Note:* Use proper APA format if applicable.

**Grading:** Each log entry will be given a number grade from 0 to 2.50

2.50 = Very well thought out and comprehensive

1.25 = Brief comments with little to no explanation (minimal thought and depth)

0 = Logs that are not turned in

Thoughtfully prepare your logs as you respond to ALL of the following questions:

- 1) A brief description of the group you led.
  - What topic was covered?
  - How was the topic related to working with populations at risk?
  - How did you prepare?
  - Was this enough?
  - What would you do differently next time?
  
- 2) An evaluation of the dynamics of the group you led.
  - What stage of group development is your group in this week?
  - What roles are emerging in the group? Which members are assuming certain roles?
  - What are the communication/interaction patterns in the group? Are they the same each week? Pay attention to non-verbal communication.
  - Do you think your group is cohesive? Describe why or why not.
  - Are the group dynamics appropriate for the group's stage of development? Explain.
  - What role did multicultural (diversity) issues play in the group?
  
- 3) A critique of how you functioned as a leader.
  - To what extent were the goals on your agenda achieved?
  - What were your strengths and limitations as a leader?
  - What factors influenced your leadership performance?
  - How did you feel about being the leader?
  - What areas of leadership do you need to develop and why?
  - What would you do differently next time?
  
- 4) An analysis and synthesis of the development and process of the group.
  - What are the key issues or situations which affected the group's norms, cohesion, roles, communication patterns, power, conflict, decision making, and problem-solving?
  - What ethical issue(s) did the group encounter? How were they analyzed, and what strategies were used to address them?
  - How did diversity impact the group, its purpose, leadership, composition etc.?

### **Group Experience (05 points),**

In this assignment, students will write a paper that focuses on a group experience they have had and discuss how their experience may affect their work with or in groups. The experience can be professional or personal, past or present.

The paper must address all of the following elements:

1. Purpose, goals, membership, leadership and structure.
2. What was your role in the group?
3. Was the group effective? Why or why not?
4. How may this personal experience affect you in your work in or with groups?

**Note:** References are not required for this assignment. Your paper should be no more than **3 pages** (typewritten, double spaced, 12 point font with one inch margin). Your paper will be graded on quality and clarity of writing. Be sure to proof read and edit your writing.

### **“The Schopenhauer Cure” Paper (10 points),**

Each student will be expected to read *The Schopenhauer Cure* by Yalom in its entirety and respond to each of the following questions within 1 page.

1. What therapeutic factors were evidenced in the group?
2. How did the therapist make use of transparency and transference? What was your reaction to his use of transparency?
3. 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?

**Note:** Your paper should be no more than **3 pages** (typewritten, double-spaced pages with one inch margins, using a 12-point font). Your paper will be graded on quality and clarity of writing. Be sure to proof read (for grammar, spelling, punctuation) and edit your writing.

### **Group Work with a Vulnerable Population/Special Problem Area (20 points)**

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

Groups can select one of the following theoretical approaches Psychoanalytic (March 5), Person Centered (March 12), CBT (March 26), SFBT (April 2), to present in the first hour of class on the date listed next to the approach selected and included on the course outline. Groups can select whatever theoretical approach they would like; however no two groups are permitted to cover the same theoretical area. To help students prepare their presentation, references for each of the theoretical approaches is available on in the Bibliography and on the course website. Students are strongly encouraged to also incorporate other resources into their assignments.

**Paper:** As professional social workers you will need to understand the theoretical foundation for the work in which you do. The paper, therefore, should reflect an analytical understanding about the theoretical approach selected and include an application to a specific population. This paper should be no more than **10 pages**, APA format, typewritten in 12 point font, doubled-spaced with one inch margins, and include **at least 10 references**. The group paper is due at least one week prior to the date the group is scheduled to present.

**Group Presentation:** As a professional social worker you will make numerous professional presentations on topics of which you are an expert. The purpose of these presentations is to inform your audience about a topic that is of relevance to them. Therefore, students will expand this skill by working as a group to present their “expertise” on the selected theoretical approach in a 1-hour presentation of their work. Please remember you are professional social workers. The presentation should be conducted in a professional manner, **use power point**, include information useful to your colleagues, presented in a manner appropriate for your audience, and practice the presentation multiple times.

## Small Group Assignment Guidelines

**Grading Criteria:** Both the paper and the presentation will be based on the degree to which the group fulfilled the following objectives:

1. Overview of the theoretical area
  - What are the key concepts of the theoretical approach? What format do groups use? What are the stages of group development? What are the functions of the Group Leader? How does this approach evaluate effectiveness?
2. Evidence from the Field
  - What literature supports using this theoretical approach? Does this approach have empirical evidence of effectiveness? What support is published? What type of inclusion/exclusion criteria would you use for this type of group?
3. Resources
  - What resources do social workers use when conducting groups from this theoretical orientation? How would a social worker write a proposal to do a group in this format? What client handouts and other informational materials are provided to clients? What are examples of group notes following this theoretical format?
4. Application of the theoretical approach to a specific client population that is not covered in the textbook
  - What are the major issues with which the client population/problem area struggle? What 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 ethical concerns should you be sensitive to when running a group with this population?
5. Professionalism
  - Was the assignment conducted in a creative, engaging, and professional manner? Was there evidence of planning and coordination among group members?

## Bibliography

As professional social workers it is our responsibility to continually grow and develop through professional study. The following represents **SOME** of the many additional reading material you can use for this valuable pursuit.

### Countertransference

- Clark, Andrea. The analyst's self-interest: Coasting in the countertransference. *The American Journal of Psychoanalysis*, 67, 103-105.
- Fauth, J. (2006). Toward More (and Better) Countertransference Research. *Psychotherapy: Theory, Research, Practice, Training*, 43, 16-31.
- Hayes, J.A., & Cruz, J.M. (2007) On Leading a Horse to Water: Therapist Insight, Countertransference, and Client Insight. L.G. Castonguay (Ed.), C. Hill (Ed). *Insight in psychotherapy*. (pp. 279-292). Washington, DC, US: American Psychological Association.
- Hopper, E. (2006). Theoretical and Conceptual Notes Concerning Transference and Countertransference Processes in Groups and by Groups, and the Social Unconscious: Part I. *Group Analysis*, 39, 549-559.
- Hopper, E. (2007a). Theoretical and Conceptual Notes Concerning Transference and Countertransference Processes in Groups and by Groups, and the Social Unconscious: Part II. *Group Analysis*, 40, 29-42.
- Hopper, E. (2007b). Theoretical and conceptual notes concerning transference and countertransference processes in groups and by groups, and the social unconscious: Part III. *Group Analysis*, 40, 285-300.
- Ruderman, E.G. The impact of the outside world--war, politics, environment and health care: A dilemma for clinical practice: Countertransference and 'secondary trauma'. *Clinical Social Work Journal*, 36, 207-209.
- Shafranske, E.P. & Falender, C.A. (2008) Supervision addressing personal factors and countertransference. In C.A. Falender, & Shafranske, E.P (Eds.). *Casebook for clinical supervision: A competency-based approach*. (pp. 97-120). Washington, DC, US: American Psychological Association.
- Shubs, C.H. (2008). Countertransference issues in the assessment and treatment of trauma recovery with victims of violent crime. *Psychoanalytic Psychology*, 25, 156-180.

### CBT and Group Work

- Boutin, D.L. (2007). Effectiveness of cognitive behavioral and supportive-expressive group therapy for women diagnosed with breast cancer: A review of the literature. *Journal for Specialists in Group Work*. 32, 267-284.
- McEvoy, P.M. (2007). Effectiveness of cognitive behavioral group therapy for social phobia in a community clinic: A benchmarking study. *Behaviour Research and Therapy*, 45, 3030-3040.
- Ritsher, J.B (2006). Cognitive-Behavioral Group Therapy for Schizophrenia. *International Journal of Group Psychotherapy*, 56, 373-377.
- Scharwachter, P. (2008). Three applications of functional analysis with group dynamic cognitive behavioral group therapy. *International Journal of Group Psychotherapy*, 58, 55-76.

- Simmerman, K., & Christner, R.W. (2007). Cognitive-behavior group therapy with children who are ostracized or socially isolated. In R.W. Christner, J.L. Stewart & A. Freeman (Eds.). *Handbook of cognitive-behavior group therapy with children and adolescents: Specific settings and presenting problems.* (pp. 409-426). New York, NY, US: Routledge/Taylor & Francis Group.
- Stewart, J.L., Christner, R.W., & Freeman, A. (2007).. An introduction to cognitive-behavior group therapy with youth. In R.W. Christner, J.L. Stewart & A. Freeman (Eds.). *Handbook of cognitive-behavior group therapy with children and adolescents: Specific settings and presenting problems.* (pp. 409-426). New York, NY: Routledge/Taylor & Francis Group.
- Stone, M.H. (2007). CBT group treatment with children and adolescents: What makes for effective group therapy? In R.W. Christner, J.L. Stewart & A. Freeman (Eds.). *Handbook of cognitive-behavior group therapy with children and adolescents: Specific settings and presenting problems.* (pp. 409-426). New York, NY: Routledge/Taylor & Francis Group.
- Summers, C. (2007). Cognitive-behavior group therapy in residential treatment. In R.W. Christner, J.L. Stewart & A. Freeman (Eds.). *Handbook of cognitive-behavior group therapy with children and adolescents: Specific settings and presenting problems.* (pp. 409-426). New York, NY: Routledge/Taylor & Francis Group.

### **Ethics and Values**

- Association for Specialists in Group Work. (1998). Best practice guidelines. *Journal for Specialists in Group Work, 23*(3), 237–244.
- Association for Specialists in Group Work. (1999). Principles for diversity-competent group workers. *Journal for Specialists in Group Work, 24*(1), 7–14.
- Association for Specialists in Group Work. (2000). Professional standards for the training of group workers. *Group Worker, 29*(3), 1–10.
- Corey, M.S. & Corey, G. (1997). Ethical and legal issues in group counseling. *Group: Process and Practice* (5<sup>th</sup> edition). Pacific Grove, CA: Brooks/Cole.
- Debiak, D. (2007). Attending to Diversity in Group Psychotherapy: An Ethical Imperative. *International Journal of Group Psychotherapy, 57*, 1-12.
- Fallon, A. (2006). Informed Consent in the Practice of Group Psychotherapy. *International Journal of Group Psychotherapy, 56*, 431-453.
- Knauss, L.K. (2006). Ethical Issues in Record Keeping in Group Psychotherapy, *International Journal of Group Psychotherapy, 56*, 415-430.
- Lasky, G.B., & Riva, M.T. (2006) Confidentiality and Privileged Communication in Group Psychotherapy. *International Journal of Group Psychotherapy, 56*, 455-476.
- Macnair-Semands, R.R. (2007). Attending to the Spirit of Social Justice as an Ethical Approach in Group Therapy. *International Journal of Group Psychotherapy, 57*, 61-66.
- Peterson (1992). The power differential in the professional/client relationship. *At Personal Risk.* New York: W.W. Norton and Co. pp. 34-49.
- Steinberg, P.I., Duggal, S., & Ogrodniczuk, J.S. (2008). Threats of violence to third parties in group psychotherapy. *Bulletin of the Menninger Clinic, 72*, 1-18.

### Existential Therapy and Group Work

- Lambie, G.W. & Sias, S.M. (2007). Striving for meaningfulness and self-acceptance: An existential-humanistic group therapy activity. In D. Viers (Ed) *The group therapist's notebook: Homework, handouts, and activities for use in psychotherapy*, (pp. 49-54). New York, NY: Haworth Press.
- Saiger, G.M. (2008). Some thoughts on the existential lens in group psychotherapy. In G.M. Saiger, S. Rubenfeld & M.D. Dluhy (Eds.). *Windows into today's group therapy: The National Group Psychotherapy Institute of the Washington School of Psychiatry*. (pp. 153-168). New York, NY: Routledge/Taylor & Francis Group.
- Schneider, K.J. (Ed.). (2008). *Existential-integrative psychotherapy: Guideposts to the core of practice*. New York, NY: Routledge/Taylor & Francis Group.
- Viers, D. (Ed.). (2007). *The group therapist's notebook: Homework, handouts, and activities for use in psychotherapy*. New York, NY, US: Haworth Press.

### Gestalt Therapy and Group Work

- Feder, B. (2006). *Gestalt Group Therapy; A practical guide*. New Orleans, LA: Gestalt Institute Press.
- Feder, B., Frew, J.E., & Burley, T. (Eds.) (2006). A survey of the practice of gestalt group therapy: A second encore presentation. *Gestalt Review*, 10, 242-248.
- Houston, G. (2006). Some roots of group work in gestalt. *Gestalt Review*, 10, 194-204.
- O'Neill, Brian. Commentary I: Gestalt with Groups: A Cross-Cultural Perspective. *Gestalt Review*, 10, 219-220.
- O'Leary, E., & Nieuwstraten, I.M. (2001). Emerging psychological issues in talking about death and dying: A discourse analytic study. *International Journal for the Advancement of Counseling*. 23, 179-199.
- Ward, D.E. (2004). The evidence mounts: Group work is effective. *Journal for Specialists in Group Work*, 29, 155-157.

### Groups Miscellaneous

- Akos, P., Goodnough, G. E., & Milsom, A. S. (2004). Preparing school counselors for group work. *Journal for Specialists in Group Work*, 29 (1), 127-136.
- 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.
- 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.
- Lubin, H., & Johnson, D.R. (2008). *Trauma-centered group psychotherapy for women: A clinician's manual*. New York, NY, US: Haworth Press/Taylor & Francis Group.
- Pollio, D.E. (2000), Reconstructing feminist group work. *Social Work with Groups*, 23(2): 3-18, 2000.
- Reid, K. E. (1997). *Social Work Practice with Groups: A clinical perspective*. (Second ed.). Pacific Grove, California: Brooks/Cole Publishing Company.
- Smokowski, P. R., Rose, S., Todar, K., & Reardon, K. (1999). Postgroup-casuality 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.

### **Person-Centered Therapy and Group Work (aka Client-Centered Therapy)**

- Cooper, M., O'Hara, M., Schmid, P.F., & Wyatt, G. (Eds.). (2007). *The handbook of person-centered psychotherapy and counseling*. New York, NY: Palgrave Macmillan.
- Hunter, L.B. (2006). Group sandtray play therapy. In H.G. Kaduson & C.E. Schaefer, *Short-term play therapy for children* (2nd ed.). (pp. 273-303). New York, NY: Guilford Press.
- Grimes, A. (2006). Counseling in a multicultural Japan: A personal perspective on current issues relevant to providing open minded, person centered mental health counseling in our multicultural Japan. *International Medical Journal*, 13, 211-214.
- Schmid, P.F. & O'Hara, M. (2007). Group therapy and encounter groups. In M. Cooper, M. O'Hara, P.F. Schmid, & G. Wyatt (Eds.). *The handbook of person-centered psychotherapy and counseling*. (pp. 93-106). New York, NY: Palgrave Macmillan.
- Payne, A., Liebling-Kalifani, H., & Joseph, S. (2007). Client-centered group therapy for survivors of interpersonal trauma: A pilot investigation. *Counseling & Psychotherapy Research*, 7, 100-105.

### **Psychoanalytic Therapy and Group Work**

- Gray, A.A. (2007). Psychoanalytic group psychotherapy: The leader, the individuals, the process. P. Buirski & A. Kottler (Eds.). *New developments in self psychology practice*. (pp. 127-148). Lanham, MD, US: Jason Aronson.
- Jorgensen, C.R. & Kjolbye, M (2007). Outcome of psychoanalytically oriented outpatient treatment of borderline personality disorder: A pilot study. *Nordic Psychology*, 59, 164-180.
- Rutan, J.S., Stone, W., & Shay, J.J. (2007). *Psychodynamic group psychotherapy* (4th ed.). New York, NY, US: Guilford Press.
- Schermer, V.L. (2003). Terror and groups: Updating psychoanalytic group psychology for a new era. *Psychoanalysis & Psychotherapy*, 20, 199-221.
- Vinogradov, S., Cox, P.D. & Yalom, I. D. (2003). Group Therapy. In R.E. Hales & S.C. Yudofsky (Eds.). *The American Psychiatric Publishing Textbook of Clinical Psychiatry* (4th ed.). (pp. 1333-1371). Washington, DC, US: American Psychiatric Publishing, Inc.
- Yalom, I.D. (2005). *The Theory and Practice of Group Psychotherapy* (5<sup>th</sup> edition). Basic Books.
- Yalom, I.D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins Publishers.

### **Psychodrama**

- Baim, C., Burmeister, J., & Maciel, M. (Eds.) (2007). *Psychodrama: Advances in theory and practice*. New York, NY: Routledge/Taylor & Francis Group.
- Dayton, T. (2007). Emotional repair through action methods: The use of psychodrama, sociometry, psychodramatic journaling and experiential group therapy with adolescents. In V.A. Camilleri. *Healing the inner city child: Creative arts therapies with at-risk youth*. (pp. 197-211). London, England: Jessica Kingsley Publishers.
- Horvatin, T. & Schreiber, E. (Eds.) (2006). *The quintessential Zerka: Writings by Zerka Toeman Moreno on psychodrama, sociometry and group psychotherapy*, New York, NY, US: Routledge/Taylor & Francis Group.

### **Reality Therapy and Group Work**

- Alsina-Jurnet, I., Carvallo-Beciu, C. & Gutierrez-Maldonado, J. (2007). Validity of virtual reality as a method of exposure in the treatment of test anxiety. *Behavior Research Methods*, 39, 844-851.
- Kim, J.U. (2008). The effect of a R/T group counseling program on the Internet addiction level and self-esteem of Internet addiction university students. *International Journal of Reality Therapy*, 27, 4-12.
- Lawrence, D.H. (2004). The effects of reality therapy group counseling on the self-determination of persons with developmental disabilities. *International Journal of Reality Therapy*, 23, 9-15.

### **Resistance in Group Therapy**

- Billow, R.M. (2001). The therapist's anxiety and resistance to group therapy. *International Journal of Group Psychotherapy*, 51, 225-242.
- Carter, E.F., Mitchell, S.L. & Krautheim, M. D. (2001). Understanding and addressing clients' resistance to group counseling. *Journal for Specialists in Group Work*, 26, 66-80
- Markus, H.E., & Abernethy, A.D. (2001). Joining with the resistance: Addressing reluctance to engage in group therapy training. *International Journal of Group Psychotherapy*, 51, 191-204.
- Rosenthal, L. (2005a). Resistance in group therapy: The interrelationship of individual and group resistance. *Modern Psychoanalysis*, 30, 7-25.
- Rosenthal, R. & Rosenthal, L. (2005). An approach to resistance in the classroom. *Modern Psychoanalysis*, 30, 120-128.
- Rosenthal, L. (2005b). A Study of Resistances in a Member of a Therapy Group. *Modern Psychoanalysis*, 30, 26-39.

### **SFBT with Groups**

- Banks, R. (2005). Solution-Focused Group Therapy. *Journal of Family Psychotherapy*, 16, 17-21.
- Chou, Y.C. (2007). A study of the effects and therapeutic factors of a solution-focused parenting group. *Bulletin of Educational Psychology*, 39, 1-21.
- Lee, M.Y., Sebold, J. & Uken, A. (2003). *Solution-focused treatment of domestic violence offenders: Accountability for change*. New York, NY: Oxford University Press.
- Lee, M.Y., Sebold, J. & Uken, A. (2007). Solution-focused treatment with domestic violence offenders. In T.S. Nelson & F.N. Thomas (Eds.). *Handbook of solution-focused brief therapy: Clinical applications*, (pp. 135-166). New York, NY: Haworth Press.
- Smock, S.A., Trepper, T.S., Wetchler, J.L., McCollum, E.E., Ray, R., & Pierce, K. (2008) Solution-Focused Group Therapy for Level 1 Substance Abusers. *Journal of Marital and Family Therapy*, 34, 107-120.
- Quick, E.K., & Gizzo, D.P. (2007). The "Doing What Works" group: A quantitative and qualitative analysis of solution-focused group therapy. *Journal of Family Psychotherapy*, 18, 65-84.
- 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., & Wetzell, B. E. (1997). Solution-focused couples therapy groups: An empirical study. *Journal of Family Therapy*, 19, 125-144.