



# USC | School of Social Work

## Social Work 545

### Social Work Practice with Families and Groups 3 Units

2015

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Course Day: Monday or  
Thursday

Course Time: 7:00 a.m.,  
8:45 a.m., 10:15 a.m., or 12  
noon.

Office Hours: by  
appointment

#### I. COURSE PREREQUISITES

SOWK 503, SOWK 534, SOWK 543

#### II. CATALOGUE DESCRIPTION

Theories and principles with primary emphasis on families and groups with application to problems requiring multi-level interventions.

#### III. COURSE DESCRIPTION

SOWK 545 continues the emphasis on generalist social work practice using the problem solving process and builds on the foundation skills learned in SOWK 543. In SOWK 543 the focus was on the problem solving process and knowledge of engagement, assessment, intervention, termination and evaluation with individuals. In SOWK 545, this focus is built upon and expanded to include assessment and intervention with families and with groups, both within a systems context. Understanding and applying knowledge with diverse client groups in varied social work settings is an important focus of the semester. Throughout the course, students will have an opportunity to review appropriate theories and interventions with regard to their applicability to social work with special populations. Examination of social work ethics and values and the dilemmas faced in practice continues throughout this course. Continuing emphasis is placed on the role of empirical research as it applies to evaluating social work practice.

**IV. COURSE OBJECTIVES**

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment which encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their ethics and how these variables may affect their ethical decision making in practice.
2	Provide opportunities for students to increase awareness that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present with individualized, group and family needs and require appropriately matched effective services.
3	Demonstrate the importance of the role of empirical research and evidence-based practice as they apply to social work practice. Training will be provided, offering students opportunities to apply the principles of evidence-based practice to case studies.
4	Provide the theoretical foundation needed for students to develop core practice skills underlying social work service to families and groups. Provide students with experiential activities to practice clinical skills.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

A combination of lecture, class discussion, and experiential exercises will be used in class. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. (Confidentiality of material shared in class will be maintained.) As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SWK 545	Course Objective
1 Professional Identity		
2 Ethical Practice	*	1
3 Critical Thinking	*	2
4 Diversity in Practice	*	3
5 Human Rights & Justice		
6 Research Based Practice	*	4
7 Human Behavior	*	5
8 Policy Practice		
9 Practice	*	6
10 Engage, Assess, Intervene, Evaluate	*	7

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Ethical Practice</b>—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> <li>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ul>	1. Recognize and manage personal values in a way that allows professional values to guide practice.	Classroom discussion Assignment 2
	2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Classroom discussion Assignments 1-3
	3. Tolerate ambiguity in resolving ethical conflicts.	Classroom discussion
	4. Apply strategies of ethical reasoning to arrive at principled decisions.	Classroom discussion Assignments 1-3
<p><b>Critical Thinking</b>—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>▪ Use critical thinking augmented by creativity and curiosity.</li> <li>▪ Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignments 1-3
	6. Analyze models of assessment, prevention, intervention, and evaluation.	Assignments 1-3
	7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Classroom discussion Assignments 1-3
<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</li> <li>▪ Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> </ul>	8. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Classroom discussion Assignments 1-3
	9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Classroom discussion Assignment 2
	10. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Classroom Discussion
	11. View themselves as learners and engage those with whom they work as informants.	Classroom discussion Assignments 1 and 3

<p><b>Research Based Practice</b>—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> <li>Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.</li> <li>Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</li> </ul>	12. Use practice experience to inform scientific inquiry.	Classroom discussion Assignments 1-3
	13. Use research evidence to inform practice.	Classroom discussion Assignments 1-3

<p><b>Human Behavior</b>—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> <li>Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.</li> <li>Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</li> </ul>	14. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	Classroom discussion Assignments 1-3
	15. Critique and apply knowledge to understand person and environment.	

<p><b>Practice Contexts</b>—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> <li>Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.</li> <li>Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</li> </ul>	16. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Classroom discussion Assignments 1 and 3
	17. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Classroom discussion Assignments 1 and 3

<p><b>Engage, Assess, Intervene, Evaluate</b>—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> <li>▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals</li> <li>▪ Using research and technological advances</li> <li>▪ Evaluating program outcomes and practice effectiveness</li> <li>▪ Developing, analyzing, advocating, and providing leadership for policies and services</li> <li>▪ Promoting social and economic justice</li> </ul>	<p>18. Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>Classroom discussion Assignments 1 and 3</p>
	<p>19. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	<p>Classroom discussion Assignments 1 and 3</p>
	<p>20. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	<p>Classroom discussion Assignments 1-3</p>
	<p>21. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	<p>Classroom discussion Assignments 1-3</p>

**VII. COURSE GRADING**

Class grades will be based on the following:

Final Grade	
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

(**Note:** Please refer to the *Student Handbook* and the *University Catalogue* for additional discussion of grades and grading procedures.)

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

(1) Grades of **A** or **A-** are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

(2) A grade of **B+** will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of **B** will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of **B-** will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of **C** would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between **C-** to **F** will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## Guidelines for Evaluating Class Participation

**10: Outstanding Contributor:** Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

**9: Very Good Contributor:** Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

**8: Good Contributor:** Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small group discussions, and other activities.

**7: Adequate Contributor:** Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small group discussions, and other activities.

**6: Inadequate:** This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

**5: Non-Participant:** Attends class only.

**0: Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

**Assignments 1-3:** All late assignments will be penalized 2 points per 24 hours late.

**VIII. COURSE ASSIGNMENTS AND DUE DATES**

Assignment	Due Date	% of Final Grade
1) Special Topics Research	TBD	20%
2) Family of Origin Paper	Week 7	35%
3) Group Development Paper	Finals Week	35%
4) Class Participation	Weekly	10%



### Assignment 1: Special Topics Research

Based on a practice interest or presenting issue of one of your clients, identify a research article within the last 10 years that applies the technique or intervention for the week to that population (family or group based). For example, you might identify an article where solution focused family therapy is used with families experiencing a divorce or where a psycho-educational group is used for teens with eating disorders. The paper will include an explanation of the rationale for researching this topic, a summary of the findings of the article, a discussion of how this could be applied in a practice setting or with a particular client, and a discussion of any emerging or remaining questions. You will select the week to submit this assignment based on the topic covered that week. A detailed description of the assignment and grading sheet will be distributed in class. **Presentation date to be determined. You are STRONGLY encouraged not to choose week 15 to complete the assignment.**

### Assignment 2: Family of Origin Paper

The family assignment for this course will consist of a paper which requires you to apply theoretical and empirical knowledge to your family or extended family of origin. Papers will require you to: (1) develop a systems analysis of your family; (2) research an underlying theme or challenge found within your assessment; (3) identify an EBP and the search process that appropriately targets this theme. A detailed description of the assignment and grading sheet will be distributed in class. **Due date Week 7.**

### Assignment 3: Group Development Paper.

This assignment requires you to develop a 10 session group for a population of interest to you and answer specific questions about your group. You will apply the concepts and theories discussed in SOWK 545 to the formation and discussion of your group. Your group must be based on an evidence based practice appropriate for your population. A detailed description of the assignment and grading sheet will be distributed in class. **Due date Finals Week. Exact date to be determined.**

## IX. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills* (9<sup>th</sup> ed.). Pacific Grove, CA: Thomson Brooks/Cole.

Readings that are not in the textbook will be available either on ARES or on reserve at the library.

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.



## Course Overview

Session	Topics	Assignments
<b>Unit I: Social Work with Families</b>		
1	■ Engagement and rapport building with Families	
2	■ Systems Based Assessment of Families in a Diverse and Multiethnic Context	
3	■ Structural Assessments of Families in a Diverse and Multiethnic Context	
4	■ Evidence based Interventions with Families: Parent Management Training	
5	■ Evidence based Interventions with Families: Solution Focused Family Therapy	
6	■ Evidence based Interventions with Families: Wraparound/Intensive Case Management	
7	■ Evaluation/Termination	Assignment 2 due
<b>Unit II: Social Work with Groups</b>		
8	■ Stages of Group Development	
9	■ Pre-Group Tasks	
10	■ Therapeutic Factors of Groups	
11	■ Special Topics <ul style="list-style-type: none"> <li>➢ Informed consent</li> <li>➢ Confidentiality</li> <li>➢ Issues of Diversity</li> <li>➢ Dealing with Conflict</li> </ul>	
12	■ Evidence based Group Interventions: Task Groups	
13	■ Evidence based Group Interventions: Support Groups	
14	■ Evidence based Group Interventions: Psychoeducation Groups	
15	■ Termination Phase /Evaluation of Groups	
	■ Study Days	
	■ Finals Week	Assignment 3 Due

## Course Schedule—Detailed Description

### Unit I: Social Work with Families

#### Session 1: Engagement and rapport building with families

##### Topics

- The family as a focus of intervention – agency context
- Definition of family within a cultural context
- Similarities and differences with individual engagement

##### Required Readings

Gopalan, G., Goldstein, L., Klingenstein, K., Sicher, C., Blake, C., & McKay, M. (2010). Engaging families in child mental health treatment: Updates and special considerations. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 19*(3), 182-196.

Hoagwood, K.E., Cavaleri, M.A, Olin, S., Burns, B.J., Slaton, E., Gruttadaro, d. & Hughes, R. (2009). Family support in children's mental health: A review and synthesis. *Clinical Child and Family Psychology Review, 13*(1), 1-45.

Ingoldsby, E. (2010). Review of interventions to improve family engagement and retention in parent and child mental health programs. *Journal of Child and Family Studies, 19*, 629-645.

##### Recommended Readings

Lippert, T., Favre, T., Alexander, C., Cross, T. (2008). Families who begin versus decline therapy for children who have been sexually abused. *Child Abuse and Neglect, 32*(9), 859-868

#### Session 2: Systems Based Assessment of Families in a Diverse and Multiethnic Context

##### Topics

- Review of systems concepts and application to the family
- Understanding family as a system – concepts and dimensions Ecological Assessment—Ecomap

##### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D. & Strom-Gottfried, K. (2013). Assessing family functioning in diverse family and cultural contexts. In *Direct social work practice: Theory and skills* (9th ed., pp. 251-294). Pacific Grove, CA: Thomson Brooks/Cole. (READ FOR SESSIONS 2 & 3)

Seaburey, B.A., Seabury, B.H., Garvin, D. (2011). Assessing families. In *Foundations of Interpersonal Practice in Social Work* (3<sup>rd</sup> ed., pp. 333-363). Thousand Oaks, CA: Sage Publication

### Session 3: Structural Assessments of Families in a Diverse and Multiethnic Context

#### Topic

- Internal Family Assessment—boundaries, alignments, patterns of interpersonal communication, family homeostasis, family roles
- Intergenerational Assessment—Genogram
- Planning for intervention

#### Required Readings

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2013). Assessing family functioning in diverse family and cultural contexts. In *Direct social work practice: Theory and skills* (9th ed., pp. 251-294). Pacific Grove, CA: Thomson Brooks/Cole. (READ FOR SESSIONS 2 & 3)
- Walsh, F. (2011). Family therapy: Systemic approaches to practice. In J. Brandell (Ed.) *Theory and Practice in Clinical Social Work (153-178)*, Thousand Oaks, CA: Sage.
- Weiss, E. L., Coll, J. E., Gerbauer, J., Smiley, K., & Carillo, E. (2010). The military genogram: A solution-focused approach for resiliency building in service members and their families. *The Family Journal, 18*(4), 395-406.

#### Recommended Readings

- Dunn, L. (2000). The genogram: From diagnostics to mutual collaboration. *Family Journal: Counseling and Therapy for Couples and Families, 8*(3), 236-244.

### Session 4: Evidence based Interventions with Families: Parent Management Training

#### Topics

- Underlying principles and concepts of PMT
- PMT Techniques
- Characteristics of PMT treatment

#### Required Readings

- Kazdin, A. E. (1997). Parent management training: Evidence, outcomes, and issues. *Journal of the American Academy of Child & Adolescent Psychiatry, 36*(10), 1349-1356.
- Mabe, P. A., Turner, M. K., & Josephson, A. M. (2001). Parent management training. *Child and Adolescent Psychiatric Clinics of North America, 10*(3), 451-464
- Nock, M. K., & Kazdin, A. E. (2005). Randomized controlled trial of a brief intervention for increasing participation in parent management training. *Journal of Consulting and Clinical Psychology, 73*(5), 872-879.

## Session 5: Evidence based Interventions with Families: Solution Focused Family Therapy

- Looking for previous solutions
- Looking for exceptions
- Present and future-focused questions vs. past-oriented focus
- Compliments
- Inviting the clients to do more of what is working.
- Miracle Question, Scaling Questions, Coping Questions
- Consultation Break and Invitation to Add Further Information

### Required Readings

De Shazer, S. & Dolan, Y. with Korman, H, Trepper, T. S., McCollom, E., Berg, I. K. (2007). A Brief Overview. In *More Than Miracles: The State of the Art of Solution-focused Brief Therapy* (pp 1-15). Binghamton, N.Y: Haworth Press.

De Shazer, S., Berg, I.K., Lipchik, E., Nunnaly, E., Molnar, A., Gingerich, W., & Weiner-Davis, M. (2004). Brief Therapy: Focused Solution Development. *Family Process*, 25(2), 207-221.

McGee, D., Del Vinto, A., & Bavelas, J. (2005). An interactional model of questions as therapeutic interventions. *Journal of Marital and Family Therapy*, 31, 371-384.

## Session 6: Evidence based Interventions with Families: Wraparound/Intensive Case Management

### Topics

- Working with family strengths
- Environmental systems intervention with families
- Multisystems Treatment Approach

### Required Readings

Walker, J.S., Bruns, E.J., Conlan, L. & LaForce, C. (2011). The national wraparound initiative: A community of practice approach to building knowledge in the field of children's mental health. *Best Practices in Mental Health*, 7(1), 26-46.

Walter, U.M. & Petr, C.C. (2011). Best Practices in Wraparound: A Multidimensional View of the Evidence. *Social Work*, 56(1), 73-80.

Winters, N.C. & Metz, W.P. (2009). The wraparound approach in systems of care. *Psychiatric Clinics of North America*, 32(1), 135-151.

### Recommended Readings

Ferguson, C.M. (2012). The implementation of wraparound in California's Title IV-E Child Welfare Waiver Demonstration Project. *Children and Youth Services Review*, 34(7), 1331-1336.

**Session 7: Evaluation/Termination****Topics**

- Evaluation
- Termination
- Follow-Up

**Required Readings**

Patterson, J., Williams, L. Edwards, T.M., Chamow, L., Grauf-Grounds, C., Sprenkle, D.H. (2009). Getting Unstuck in Therapy. In *Essential Skills in Family Therapy (2<sup>nd</sup> ed.)* (pg 217-240), New York: Guilford.

Patterson, J., Williams, L. Edwards, T.M., Chamow, L., Grauf-Grounds, C., Sprenkle, D.H. (2009). Termination. In *Essential Skills in Family Therapy (2<sup>nd</sup> ed.)* (pg 241-250), New York: Guilford.

**Unit II: Social Work with Groups****Session 8: Stages of Group Development****Topics**

- Definitions of a group
- Determining the need for a group
- Models of stages of group development

**Required Readings**

Powles, W. E. (2007). Reflections on "What is a Group?". *International Journal of Group Psychotherapy*, 57(1), 105-114.

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384. (Classic article.)

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & Organization Management*, 2(4), 419-427. (Classic article)

**Recommended Readings**

Arrow, H., Poole, M. S., Henry, K. B., Wheelan, S., & Moreland, R. (2004). Time, change, and development the temporal perspective on groups. *Small group research*, 35(1), 73-105.

Wheelan, S. A., Davidson, B., & Tilin, F. (2003). Group Development Across Time Reality or Illusion? *Small Group Research*, 34(2), 223-245.

**Session 9: Pre-Group Tasks****Topic**

- Assessing readiness for group
- Preparing group members
- Engagement
- Building rapport

**Required Readings**

Gans, J. S., & Counselman, E. F. (2010). Patient selection for psychodynamic group psychotherapy: Practical and dynamic considerations. *International Journal of Group Psychotherapy, 60*(2), 197-220.

MacNair-Semands, R. (2010). Preparing members to fully participate in group therapy. .In MacNair-Semands (Ed.). *101 Interventions in Group Psychotherapy*. (pp. 403-408). NY: Routledge.

Staudt, M., Lodato, G., & Hickman, C. R. (2012). Therapists talk about the engagement process. *Community Mental Health Journal, 48*(2), 212-218.

**Recommended Readings**

Kroegel, J., Beecher, M. E., Presnell, J., Burlingame, G., & Simonsen, C. (2009). The Group Selection Questionnaire: A qualitative analysis of potential group members. *International Journal of Group Psychotherapy, 59*(4), 529-542.

Yalom, I. D., Houts, P. S., Newell, G., & Rand, K. H. (1967). Preparation of patients for group therapy: A controlled study. *Archives of General Psychiatry, 17*(4), 416.

**Session 10: Therapeutic Factors of Groups**

- Groups as mutual aid systems
- The therapeutic alliance in groups
- Group cohesion

**Required Readings**

Cohen, M. B., & Graybeal, C. T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups, 30*(4), 41-58.

Dierick, P., & Lietaer, G. (2008). Client perception of therapeutic factors in group psychotherapy and growth groups: An empirically-based hierarchical model. *International Journal of Group Psychotherapy, 58*(2), 203-230.

Joyce, A. S., Piper, W. E., & Ogradniczuk, J. S. (2007). Therapeutic alliance and cohesion variables as predictors of outcome in short-term group psychotherapy. *International Journal of Group Psychotherapy, 57*(3), 269-296.

**Recommended Readings**

Lindgren, A., Barber, J. P., & Sandahl, C. (2008). Alliance to the group-as-a-whole as a predictor of outcome in psychodynamic group therapy. *International Journal of Group Psychotherapy, 58*(2), 163-184.

**Session 11: Special Topics****Topics**

- Informed consent
- Confidentiality
- Issues of diversity
- Dealing with conflict

**Required Readings**

Chen, E. C., Kakkad, D., & Balzano, J. (2008). Multicultural competence and evidence-based practice in group therapy. *Journal of Clinical Psychology, 64*(11), 1261-1278.

Kotlyar, I., & Karakowsky, L. (2006). Leading conflict? Linkages between leader behaviors and group conflict. *Small Group Research, 37*(4), 377-403.

Olivier, C. (2009). Enhancing confidentiality within small groups: The experiences of AIDS service organizations. *Social Work with Groups, 32*(4), 274-287

**Recommended Readings**

Lasky, G. B., & Riva, M. T. (2006). Confidentiality and privileged communication in group psychotherapy. *International Journal of Group Psychotherapy, 56*(4), 455-476.

Brabender, V. (2007). The ethical group psychotherapist: A coda. *International Journal of Group Psychotherapy, 57*(1), 41-48.

**Session 12: Evidence based Group Interventions: Task Groups****Topics**

- Planning a Task Group
- Running a Task Group

**Required Readings**

Boehm, A., & Staples, L. (2006). Grassroots leadership in task-oriented groups: Learning from successful leaders. *Social work with groups, 28*(2), 77-96.

Conyne, R., Rapin, L. & Rand, J. (2008). A model for leading task groups. *Counseling and Human Development, 40*(8), 1-8.

Kozlowski, S. W., & Ilgen, D. R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest, 7*(3), 77-124..

**Recommended Readings**

Staples, L. (2012). Community Organizing for Social Justice: Grassroots Groups for Power. *Social Work With Groups, 35*(3), 287-296.

Villarreal, M., & Kleiner, B. H. (1997). Analytical tools for facilitating task group performance. *Journal of Workplace Learning, 9*(3), 94-97. (classic article)



## Session 13: Evidence Based Group Interventions: Support Groups

### Topics

- Planning a Support Group
- Running a Support Group

### Required Readings

- Banach, M., & Couse, L. J. (2012). Interdisciplinary Co-Facilitation of Support Groups for Parents of Children with Autism: An Opportunity for Professional Preparation. *Social Work With Groups*, 35(4), 313-329.
- Chan, S. M., & O'Connor, D. L. (2008). Finding a voice: The experiences of Chinese family members participating in family support groups. *Social Work with Groups*, 31(2), 117-135.
- Collins, W. L. (2011). A Strengths-based Support Group to empower African American Grandmothers Raising Grandchildren. *Social Work and Christianity*, 38(4), 453-466.
- Morales-Campos, D. Y., Casillas, M., & McCurdy, S. A. (2009). From isolation to connection: understanding a support group for Hispanic women living with gender-based violence in Houston, Texas. *Journal of Immigrant and Minority Health*, 11(1), 57-65.

### Recommended Readings

- Butow, P., Beeney, L., Juraskova, I., Ussher, J., & Zordan, R. (2009). The Gains and Pains of Being a Cancer Support Group Leader: A Qualitative Survey of Rewards and Challenges. *Social Work in Health Care*, 48(8), 750-767.

## Session 14: Evidence based Group Interventions: Psychoeducation Groups

### Topics

- Planning Psychoeducation Groups
- Running Psychoeducation Groups

### Required Readings

- Donker, T., Griffiths, K. M., Cuijpers, P., & Christensen, H. (2009). Psychoeducation for depression, anxiety and psychological distress: a meta-analysis. *BMC Medicine*, 7(1), 79.
- Jewell, T. C., Downing, D., & McFarlane, W. R. (2009). Partnering with families: Multiple family group psychoeducation for schizophrenia. *Journal of Clinical Psychology*, 65(8), 868-878..
- Sibitz, I., Amering, M., Gössler, R., Unger, A., & Katschnig, H. (2007). Patients' perspectives on what works in psychoeducational groups for schizophrenia. *Social psychiatry and psychiatric epidemiology*, 42(11), 909-915.

### Recommended Readings

- Akinsulure-Smith, A. M. (2009). Brief psychoeducational group treatment with re-traumatized refugees and asylum seekers. *The Journal for Specialists in Group Work*, 34(2), 137-150.

**Session 15: Termination Phase /Evaluation of Groups****Topics**

- Tasks at the time of group termination
  - Measuring effectiveness of groups
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**Required Readings**

Canuto, A., Meiler-Mititelu, C., Herrmann, F., Giannakopoulos, P., & Weber, K. (2008). Impact of personality on termination of short-term group psychotherapy in depressed elderly outpatients. *International Journal of Geriatric Psychiatry, 23*(1), 22-26.

Fieldsteel, N. D. (2005). When the therapist says goodbye. *International Journal of Group Psychotherapy, 55*(2), 245-279.

Mangione, L., Forti, R., & Iacuzzi, C. M. (2007). Ethics and endings in group psychotherapy: Saying goodbye and saying it well. *International Journal of Group Psychotherapy, 57*(1), 25-40.

**Recommended Readings**

Rybko, J. (2011). Dropouts in the analytic group. *Groups, 35*(2), 123-133.

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## University Policies and Guidelines

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### X. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### XI. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

### XII. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### XIII. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

Do not re-enter the building until given the “all clear” by emergency personnel.

**XIV. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

**XV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

**XVI. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

**XVII. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

**Preamble**

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### **XVIII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or the Associate Dean for Student Affairs for further guidance.