



USC | School of Social Work

Social Work 694

Group Psychotherapy in Mental Health Settings

3 Units

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Office Hours: As needed

Course Day: Friday

Course Time: 8:45 AM - 10:00 AM

Course Location: VAC

I. COURSE PREREQUISITES

SOWK 505 and SOWK 535

II. CATALOGUE DESCRIPTION

Focus on group therapy for clinical social workers as practiced in various mental health settings. The entire process of group development is examined.

III. COURSE DESCRIPTION

This mental health practice class builds upon previously developed generic and specialized mental health skills and knowledge in providing services to individuals, families, and groups. This course focuses on group therapy for clinical social workers as it is practiced in various mental health settings. The entire process of group development is examined, from development of the group, choosing members, the group process, skills of leaders and the adaptations necessary to implement these for various populations and problems. There will be an emphasis on using these skills in mental health settings that serve urban, multicultural clients with a wide variety of problems.

IV. COURSE OBJECTIVES

The Group Psychotherapy in Mental Health Settings course (SOWK 694) will:

Objective #	Objectives
1	Advance knowledge of techniques to utilize, apply, and modify group services to enhance the level of functioning of client services in mental health settings.
2	Improve familiarity on planning and providing group treatment for those populations served by mental health settings focusing on those in urban multicultural cities with clients who have a wide range of mental health problems.
3	Present different approaches to social work treatment with groups in inpatient and outpatient settings.

Objective #	Objectives
4	Enhance understanding of the influence of race, ethnicity, gender, sexual orientation, poverty, and oppression on the impact of group dynamics.
5	Develop students' familiarity with the research evidence base for different types of group treatment.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

This course will include lecture, class discussion, and experiential exercises. Active participation in the class is essential for maximum learning. This means that students are expected to come to class prepared by having read the material, asking relevant questions, and participating in the role playing. The use of videos will be utilized for illustrative purposes.

A major part of this course will be the experiential group therapy. The purpose of this group is for students to learn more about group process and interventions in a "real-life" setting. Although it is a role-play, the process will become very real; it will enable students to experience firsthand the developmental process of a group and how change is best accomplished in this modality.

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	SOWK 694	Course Objective
1 Professional Identity		
2 Ethical Practice	*	1-5
3 Critical Thinking		
4 Diversity in Practice	*	2 & 4
5 Human Rights & Justice		
6 Research Based Practice		
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts	*	2 & 3
10 Engage, Assess, Intervene, Evaluate	*	1, 3, 4, & 5

* 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
Ethical Practice —Apply social work ethical principles to guide professional practice. Social workers competent in Ethical	1. Recognize and manage personal values in a way that allows professional values to guide practice.	

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Social workers competent in Ethical Practice: <ul style="list-style-type: none"> Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	1. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. 1. Tolerate ambiguity in resolving ethical conflicts. 1. Apply strategies of ethical reasoning to arrive at principled decisions.	Class Discussion Role Play Midterm Final Assignment
Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. 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. 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. 	1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 1. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 1. Recognize and communicate understanding of the importance of difference in shaping life experiences. 1. View themselves as learners and engage those with whom they work as informants.	Class Discussion Role Play Midterm Final Assignment
Practice Contexts—Respond to contexts that shape practice. Social workers competent in Practice Contexts: <ul style="list-style-type: none"> Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. 	1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Class Discussion Midterm Final Assignment

<p>Engage, Assess, Intervene, Evaluate— 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"> Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice 	<p>1. 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>Class Discussion</p> <p>Role Play</p> <p>Midterm</p> <p>Final Assignment</p>
	<p>1. 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>1. 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>1. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment Due Date			
Assignment 1:	Midterm	Unit 7	35%
Assignment 2:	Final Team Paper and Presentation	TBD	35%
Reflection Papers - Group Member	Ongoing		10%
Reflection Papers – Group Co-Leaders	Ongoing		10%

Assignment Due Date		
Class Participation (Lecture & Experiential Group) 10%	Ongoing	Ongoing

Each of the major assignments is described below. Detailed guidelines will be provided for each assignment by the instructor.

Assignment 1: Midterm

For the midterm assignment, you will analyze a mental health group that you are currently facilitating, have recently facilitated, or have been involved in personally in relationship to the Yalom model that you are learning in class. The alternative midterm assignment is to analyze the group dynamics demonstrated in the movie, the 12 Angry Men.

Due: Unit 7

This assignment relates to student learning outcomes 1-13.

Assignment 2: Final Team Paper and Presentation

The final team paper and presentation will be on an evidence-based group psychotherapy approach for a particular population and problem.

Due: TBD

This assignment relates to student learning outcome 1-13.

Reflection Papers (Members)

Students are expected to submit reflection papers (members) every two weeks to demonstrate their experience and learning in the experiential group sessions.

Due: Ongoing

This assignment relates to student learning outcome 1-13.

Reflection Papers (Co-leaders)

Each student will act as a co-leader for at least one two-week interval. Students are expected to submit a reflection paper (co-leader) based on their experience as a leader in the experiential group sessions.

Due: TBD

This assignment relates to student learning outcome 1-13.

Class Participation: Lectures and Experiential Group (total of 10% of Course Grade)

Class participation is defined as students' active engagement in class related learning. Evaluation of class participation includes frequency and quality of participation, and discussion. Students are expected to participate fully and involve themselves appropriately in the class by contributing comments, questions,

answers, and/or opinions in the discussions and small-group activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through the quality and depth of class comments, participation in small group activities and experiential exercise and discussions related to readings, lectures, and assignments. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. Students are expected to add to class knowledge through their readings and sharing of their own experiences. Our student body is arguably the most ethnically diverse in the country, reflecting as it does the community in which we live. Students bring with them a richness of experiences from various backgrounds and orientations. Sharing these with other students adds to ways of looking at the world, expands consciousness, and often challenges long-held beliefs that stimulate critical thinking. Students become active participants and share the responsibility for their own learning. Class participation will also include possible unannounced quizzes, and forum posts

Grading

Grading will generally be based on thoroughness, mastery of the knowledge base, ability to apply theory to practice, clarity of expression, and accuracy or precision of content. The format and writing style of all papers must follow the guidelines in the Publication Manual of the American Psychological Association, 6th Edition.

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 been demonstrated by the student.

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 evaluated in the assignment.

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.

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.

A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and 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.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C

Class Grades	Final Grade
	70 – 72 C-

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbook

Corey, M. S., & Corey, G. (2009). *Groups: Process & practice* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Yalom, I., & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Recommended Textbook

Rose, S. D. (1998). *Group therapy with troubled youth: A cognitive-behavioral interactive approach*. Thousand Oaks, CA: Sage.

Yalom, I. (1983). *Inpatient group psychotherapy*. New York: Basic Books.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

On Reserve

The books are on reserve at Leavey Library. Required articles are posted on ARES.

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

Course Schedule—Detailed Description

Unit 1: Foundations Group Psychotherapy

Topics

- Introduction, general comments, review of syllabus
- Review of group principles applied to mental health settings
 - ▼ Functions of a group
 - ▼ Types of groups
- Theoretical approaches to group therapy
 - ▼ The Yalom model of group psychotherapy
- Therapeutic factors of group therapy
- Stages of group development

This Unit relates to course objectives 1 and 5.

Required Readings

- Bernard, H., Burlingame, G., Flores, P., Greene, L., Joyce, A., Kobos, J.C., ... Feirman, D. (2008). Clinical practice guidelines for group psychotherapy. *International Journal of Group Psychotherapy*, 58(4), 455-542. doi:10.1521/ijgp.2008.58.4.455
- Corey, M. S., & Corey, G. (2009). Introduction to group work. In *Groups: Process & practice* (8th ed., pp. 3-25). Pacific Grove, CA: Brooks/Cole.
- Ettin, M. (2000). From identified patient to identifiable group: The alchemy of the Group as a whole. *International Journal of Group Psychotherapy*, 50(2), 137.
- Scheidlinger, S. (2004). Group psychotherapy and related helping groups today: An overview. *American Journal of Psychotherapy*, 58(3), 265-280.
- Yalom, I., & Leszcz, M. (2005). In the beginning. In *Theory and practice of group psychotherapy* (5th ed., pp. 309-320). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2005). Interpersonal learning. In *Theory and practice of group psychotherapy* (5th ed., pp. 19-52). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2005). The therapeutic factors in group therapy. In *Theory and practice of group psychotherapy* (5th ed., pp. 1-18). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2005). The therapeutic factors: An integration. In *Theory and practice of group psychotherapy* (5th ed., pp. 77-116). New York: Basic Books.

Recommended Readings

- Livingston, M. (2006). New applications of self psychology to group psychotherapy: introduction. *International Journal of Group Psychotherapy*, 56(1), 1-5.
- Watzke, B., Rueddel, H., Koch, U., Rudolph, M., & Schulz, H. (2008). Comparison of therapeutic action, style and content in cognitive-behavioral and psychodynamic group therapy under clinically representative conditions. *Clinical Psychology & Psychotherapy*, 15(6), 404-417. doi:10.1002/cpp.595

Unit 2: Establishing an Outpatient Psychotherapy Group: The Beginning Phase

Topics

Unit 2: Establishing an Outpatient Psychotherapy Group: The Beginning Phase

- Group cohesiveness
- Selection of group members
 - ▼ Exclusion and inclusion criteria
 - ▼ Screening interview
- Pre-group preparation
 - ▼ Establishing group purpose and goals
 - ▼ Establishing group theoretical approach
 - ▼ Establishing group parameters
- Establishment of group identity
- Group process—Introduction

This Unit relates to course objectives 2 and 3.

Required Readings

- Brabender, V. (2007). The ethical group psychotherapist: A coda. *International Journal of Group Psychotherapy*, 57(1), 41-48. doi:10.1521/ijgp.2007.57.1.41
- Brown, N. W. (2008). Troubling silences in therapy groups. *Journal of Contemporary Psychotherapy*, 38(2), 81-85. doi:10.1007/s10879-007-9071-z
- Burlingame, G., & Krogel, J. (2005). Relative efficacy of individual versus group psychotherapy. *International Journal of Group Psychotherapy*, 55(4), 605.
- Corey, M. S., & Corey, G. (2009). Forming a group. In *Groups: Process & practice* (8th ed., pp. 109-124). Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., & Corey, G. (2009). Initial stage of a group. In *Groups: Process & practice* (8th ed., pp. 132-166). Pacific Grove, CA: Brooks/Cole.
- Fallon, A. (2006). Informed consent in the practice of group psychotherapy. *International Journal of Group Psychotherapy*, 56(4), 431-454.
- Lasky, G. B., & Riva, M. T. (2006). Confidentiality and privileged communication in group psychotherapy. *International Journal of Group Psychotherapy*, 56(4), 455-475.
- Yalom, I., & Leszcz, M. (2005). Creation of the group, place, time, size, preparation. In *Theory and practice of group psychotherapy* (5th ed., pp. 281-308). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2005). Group cohesiveness. In *Theory and practice of group psychotherapy* (5th ed., pp. 53-76). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2005). The selection of clients. In *Theory and practice of group psychotherapy* (5th ed., pp. 231-258). New York: Basic Books.

Unit 3: Group Leadership

Topics

- Role and focus of the group therapist
 - ▼ Co-leadership
- Therapist characteristics
- Ethics and values in group therapy
- Transference and countertransference

This Unit relates to course objectives 1, 2, 4, and 5.

Required Readings

- Corey, M. S., & Corey, G. (2009). The group counselor. In *Groups: Process & practice* (8th ed., pp. 27-68). Pacific Grove, CA: Brooks/Cole.
- Debiak, D. (2007). Attending to diversity in group psychotherapy: An ethical imperative. *International Journal of Group Psychotherapy*, 57(1), 1-12.
- Joyce, A. S., Piper, W. E., & Ogrodniczuk, 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. doi:10.1521/ijgp.2007.57.3.269
- Mikulincer, M., & Shaver, P. (2007). Attachment, group-related processes, and psychotherapy. *International Journal of Group Psychotherapy*, 57(2), 233-245.
- Okech, J. E. A. (2008). Reflective practice in group co-leadership. *The Journal for Specialists in Group Work*, 33(3), 236-252. doi:10.1080/01933920802196138
- Perrone, K., & Sedlacek, W. (2000). A comparison of group cohesiveness and client satisfaction in homogeneous and heterogeneous groups. *Journal for Specialists in Group Work*, 25(3), 243-251.
- Yalom, I., & Leszcz, M. (2005). The therapist: Basic tasks. In *Theory and practice of group psychotherapy* (5th ed., pp. 117-140). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2005). The therapist: Transference and transparency. In *Theory and practice of group psychotherapy* (5th ed., pp. 201-230). New York: Basic Books.

Recommended Readings

- Ellis, A. (1993). Group rational-emotive and cognitive-behavioral therapy. *International Journal of Group Psychotherapy*, 42, 63-80.
- Fluhr, T. (2005). Transcending differences: Using concrete subject-matter in heterogeneous groups. *Social Work With Groups*, 27(2&3), 35-54. doi:10.1300/J009v27n02_04
- Horrell, S. C. (2008). Effectiveness of cognitive-behavioral therapy with adult ethnic minority clients: A review. *Professional Psychology: Research and Practice*, 39(2), 160-168. doi:10.1037/0735-7028.39.2.160

Unit 4: The Middle Phase of an Outpatient Therapy Group

Topics

- Therapeutic techniques and process
 - ▼ Group process
 - ▼ Use of the here-and-now
 - ▼ Balance of process and content

This Unit relates to course objectives 1, 2, and 5.

Required Readings

- Corey, M. S., & Corey, G. (2009). Transition stage of a group. In *Groups: Process & practice* (8th ed., pp. 179-226). Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., & Corey, G. (2009). Working stage of a group. In *Groups: Process & practice* (8th ed., pp. 227-264). Pacific Grove, CA: Brooks/Cole.
- Livingston, L. P. (2006). No place to hide: The group leader's moments of shame. *International Journal of Group Psychotherapy*, 56(3), 307-323.

- Marcus, D. (2006). Interpersonal feedback: A social relations perspective. *International Journal of Group Psychotherapy*, 56(2), 173-189.
- Rubinfeld, S. (2005). Relational perspectives regarding countertransference in group and trauma. *International Journal of Group Psychotherapy*, 55(1), 115-135.
- Wright, F. (2000). The use of self in group leadership: A relational perspective. *International Journal of Group Psychotherapy*, 50(2), 181-198.
- Wright, F. (2004). Being seen, moved, disrupted, and reconfigured: Group leadership from a relational perspective. *International Journal of Group Psychotherapy*, 54(2), 235-250.
- Yalom, I., & Leszcz, M. (2005). The therapist: Working in the here-and-now. In *Theory and practice of group psychotherapy* (5th ed., pp. 141-200). New York: Basic Books.

Recommended Readings

- Crespo, M. (2006). *Effects of culturally specific dynamically oriented group art therapy with immigrant Latinas* (Doctoral dissertation). California Institute of Integral Studies. (AAT 3218519)
- Marmarosh, C., Franz, V., Koloi, M., & Majors, R. (2006). Therapists' group attachments and their expectations of patients' attitudes about group therapy. *International Journal of Group Psychotherapy*, 56(3), 325.

Unit 5: Dealing with Difficult Situations in Group Therapy

Topics

- Working with difficult clients in group
- Group member roles
- Privacy versus secrecy

This Unit relates to course objectives 1-5.

Required Readings

- Steinberg, D. M. (2005). She's doing all the talking, so what's in it for me? (The use of time in groups). *Social Work with Groups*, 28(3/4), 173-185.
(Instructor Note: Originally published in 1996, *Social Work with Groups*, 19(2), 5-16.)
- Wayne, J., & Gitterman, A. (2003). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26(2), 23-34. doi:10.1300/J009v26n02_03
- Yalom, I., & Leszcz, M. (2005). Problem group members. In *Theory and practice of group psychotherapy* (5th ed., pp. 391-428). New York: Basic Books.

Recommended Readings

- Ogrodnickzuk, J., Piper, W., & Joyce, A. (2006). Treatment compliance among patients with personality disorders receiving group psychotherapy: What are the roles of interpersonal distress and cohesion? *Psychiatry*, 69(3), 249.
- Silverstein, J. (1993). Secrets versus privacy in group psychotherapy. *Group*, 17(2), 107-114.
- Stone, W. N., & Rutan, J. S. (2000). Difficult groups and difficult patients. In *Psychodynamic group psychotherapy* (3rd ed., pp. 286-315). New York: Guilford Press.

Unit 6: Diversity in Group Therapy

Topics

Unit 6: Diversity in Group Therapy

- Attending to diversity in group therapy
- Cultivating cultural competence
- Evidence-based group practice

This Unit relates to course objectives 1, 3, 4, and 5.

Required Readings

- Camacho, S. F. (2001). Addressing conflict rooted in diversity: The role of the facilitator. *Social Work with Groups*, 24(3/4), 135-152. doi:10.1300/J009v24n0310
- 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.
- Corey, M. S., & Corey, G. (2009). Introduction to group work. In *Groups: Process & practice* (8th ed., pp. 3-26). Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., & Corey, G. (2009). The group counselor. In *Groups: Process & practice* (8th ed., pp. 27-68). Pacific Grove, CA: Brooks/Cole.
- Eason, E. A. (2009). Diversity and group theory, practice, and research. *International Journal of Group Psychotherapy*, 59(4), 563-574. doi:10.1521/ijgp.2009.59.4.563

Recommended Readings

- Coatsworth, J. D., Duncan, L., Pantin, H., & Szapocznik, J. (2006). Differential predictors of African American and Hispanic parent retention in a family-focused preventive intervention. *Family Relations*, 55(2), 240.
- Fu Keung Wong, D., Chau, P., Kwok, A., & Kwan, J. (2007). Cognitive-behavioral treatment groups for people with chronic physical illness in Hong Kong: Reflections on a culturally attuned model. *International Journal of Group Psychotherapy*, 57(3), 367-385.
- Guillermo, B. (2006). Intervention development and cultural adaptation research with diverse families. *Family Process*, 45(2), 143.
- Jones, L. V. (2008). Preventing depression: Culturally relevant group work with Black women. *Research on Social Work Practice*, 18(6), 626-634. doi:10.1177/1049731507308982
- McHugh, R. K., & Greenfield, S. F. (2010). Psychiatric symptom improvement in women following group substance abuse treatment: Results from the women's recovery group study. *Journal of Cognitive Psychotherapy*, 24(1), 26-36. doi:10.1891/0889-8391.24.1.26
- Nahon, D., & Lander, N. R. (2008). Recruitment and engagement in men's psychotherapy groups: An integrity model, value-based perspective. *International Journal of Men's Health*, 7(3), 218-236. doi:10.3149/jmh.0703.218
- Satterly, B. (2006). Therapist self-disclosure from a gay male perspective. *Families in Society*, 87(2), 240.
- Sternbach, J. (2001). Men connecting and changing—Stages of relational growth in men's groups. *Social Work with Group*, 23(4), 59-69.

Unit 7: Issues in the Middle and Termination Phases

Topics

- Using resistance for growth
- Managing conflict, sub-grouping, and hidden agendas

This Unit relates to course objectives 1 and 3.

Required Readings

- Ceballo, R., Ramirez, C., Maltese, K., & Bautista, E. (2006). A bilingual "neighborhood club:" Intervening with children exposed to urban violence. *American Journal of Community Psychology*, 37(3-4), 167-174.
- Moreno, J. K. (2007). Scapegoating in group psychotherapy. *International Journal of Group Psychotherapy*, 57(1), 93-104. doi:10.1521/ijgp.2007.57.1.93
- Yalom, I., & Leszcz, M. (2005). The advanced group. In *Theory and practice of group psychotherapy* (5th ed., pp. 345-390). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2005). The therapist: Working in the here-and-now. In *Theory and practice of group psychotherapy* (5th ed., pp. 141-200). New York: Basic Books.

Recommended Readings

- Billow, R. (2006). The three Rs of group: Resistance, rebellion, and refusal. *International Journal of Group Psychotherapy*, 56(3), 259.
- Cheng, W. D., Chae, M., & Gunn, R. (1998). Splitting and projective identification in multicultural group counseling. *Journal for Specialists in Group Work*, 23(4), 372-387.
- Tschuschke, V., & Dies, R. (1997). The contribution of feedback to outcome in long-term group psychotherapy. *Group*, 21(1), 3-15.
- Urlic, I., & Simunkovic, G. T. (2009). Working through shame in groups for victims of trauma and war. *International Journal of Group Psychotherapy*, 59(2), 165-178. doi:10.1521/ijgp.2009.59.2.165

Unit 8: Termination Phase

Topics

- Termination issues in groups
- Goals during the termination phase
- Evaluation of group therapy

This Unit relates to course objectives 1, 2, and 3.

Required Readings

- Canuto, A., Meiler-Mittel, 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), 22-6.
- Corey, M. S., & Corey, G. (2009). Final stage of a group. In *Groups: Process & practice* (8th ed., pp. 265-284). Pacific Grove, CA: Brooks/Cole.
- Ogrodniczuk, J. S., Joyce, A. S., & Piper, W. E. (2005). Strategies for reducing patient-initiated premature termination of psychotherapy. *Harvard Review of Psychiatry*, 13(2), 57-70. doi:10.1080/10673220590956429
- Ogrodniczuka, J. S., Joyced, A. S., Lynd, L. D., Piper, W. E., Steinberg, P. I., & Richardson, K. (2008). Predictors of premature termination of day treatment for personality disorder. *Psychotherapy and Psychosomatics*, 77(6), 365-371. doi:10.1159/000151390

Unit 9: Inpatient Psychotherapy Groups

Topics

Unit 9: Inpatient Psychotherapy Groups

- Differences between inpatient and outpatient groups
- The agenda go-round
- Here and now for the inpatient group
- Nature of different level groups

This Unit relates to course objectives 1-5.

Required Readings

- Kibel, H. (2003). Interpretive work in milieu groups. *International Journal of Group Psychotherapy*, 53(3), 303-329.
- Yalom, I., & Leszcz, M. (2005). The advanced group. In *Theory and practice of group psychotherapy* (5th ed., pp. 475-524). New York: Basic Books.
- Yalom, I. (1983). *Inpatient group psychotherapy*. New York: Basic Books.
(Instructor Note: Please read Chapters 3 & 4.)

Unit 10: Outpatient Groups for Persons with Serious Mental Illness

This Unit relates to course objectives 1-5.

Required Readings

- Ahmed, M., & Goldman, J. A. (1994). Cognitive rehabilitation of adults with severe and persistent mental illness: A group model. *Community Mental Health Journal*, 30, 385-394.
- Barrowclough, C., Haddock, G., Lobban, F., Jones, S., Siddle, R., Roberts, C., & Gregg, L. (2006). Group cognitive-behavioral therapy for schizophrenia. *British Journal of Psychiatry*, 189(6), 527-532. doi:10.1192/bjp.bp.106.021386
- Beynon, S., Soares-Weiser, K., Woolacott, N., Duffy, S., & Geddes, J. R. (2008). Psychosocial interventions for the prevention of relapse in bipolar disorder: systematic review of controlled trials. *British Journal of Psychiatry*, 192(1), 5-11. doi:10.1192/bjp.bp.107.037887
- Castle, D., White, C., Chamberlain, J., Berk, M., Berk, L., Lauder, ... Gilbert, M. (2010). Group-based psychosocial intervention for bipolar disorder: randomised controlled trial. *British Journal of Psychiatry*, 196, 383-388. doi:10.1192/bjp.bp.108.058263
- Granholm, E., McQuaid, J. R., Link, P. C., Fish, S., Patterson, T., & Jeste, D. V. (2008). Neuropsychological predictors of functional outcome in cognitive behavioral social skills training for older people with schizophrenia. *Schizophrenia Research*, 100(1), 133-143.
- Lecomte, T., Leclerc, C., Corbière, M., Wykes, T., Wallace, C. J., Spidel, A. P. (2008). Group cognitive behavior therapy or social skills training for individuals with a recent onset of psychosis?: Results of a randomized controlled trial. *Journal of Nervous & Mental Disease*, 196(12), 866-875. doi:10.1097/NMD.0b013e3181818ee231
- McDonnell, M. G., Short, R. A., Hazel, N. A., Berry, C. M., & Dyck, D. G. (2006). Multiple-family group treatment of outpatients with schizophrenia: impact on service utilization. *Family Process*, 45(3), 359-373.
- Perlman, L. M., Cohen, J. L., Altieri, M. J., Brennan, J. A., Brown, S. R., Mainka, J. B., Diroff, C. R. (2010). A multidimensional wellness group therapy program for veterans with comorbid psychiatric and medical conditions. *Professional Psychology: Research and Practice*, 41(2), 120-127. doi:10.1037/a0018800

Ritsher, J. B. (2006). Cognitive-behavioral group therapy for schizophrenia. *International Journal of Group Psychotherapy*, 56(3), 373-377.

Saksa, J. R., Cohen, S. J., Srihari, V. H., & Woods, S. W. (2009). Cognitive Behavior Therapy for Early Psychosis: A Comprehensive Review of Individual vs. Group Treatment Studies. *International Journal of Group Psychotherapy*, 59(3), 357-383. doi:10.1521/ijgp.2009.59.3.357

Unit 11: Cognitive Behavioral Group Psychotherapy

Topics

- Theory, goals, and principal elements of cognitive behavioral group psychotherapy
- Role of the cognitive behavioral group therapist
- Therapeutic techniques

This Unit relates to course objectives 1-5.

Required Readings

Rose, S. D. (1998). *Group therapy with troubled youth: A cognitive-behavioral interactive approach*. Thousand Oaks, CA: Sage.
(Instructor Note: Please read Chapters 7 & 8)

Unit 12: Substance Abuse and Recovery Groups

Topics

- Advantages of group therapy in substance abuse treatment
- Group models commonly used in substance abuse treatment
- Inclusion and exclusion criteria in substance abuse and recovery groups

This Unit relates to course objectives 1-5.

Required Readings

Flores, P. J. (2008). Attachment theory and group psychotherapy. *International Journal of Group Psychotherapy*, 58(1), 127-132. doi:10.1521/ijgp.2008.58.1.127

Greif, G. L. (1996). Ten common errors beginning substance abuse workers make in group treatment. *Journal of Psychoactive Drugs*, 28(3), 297-299.

Liddle, H. A., Rowe, C. L., Dakof, G. A., Ungaro, R. A., & Henderson, C. E. (2004). Early intervention for adolescent substance abuse: Pretreatment to posttreatment outcomes of a randomized clinical trial comparing multidimensional family therapy and peer group treatment. *Journal of Psychoactive Drugs*, 36(1), 49-63.

Orr-Brown, D. E., & Siebert, D. C. (2007). Resistance in adolescent substance abuse treatment: A literature synthesis. *Journal of Social Work Practice in the Addictions*, 7(3), 5-28.

Vannicelli, M. (2001). Leader dilemmas and countertransference considerations in group psychotherapy with substance abusers. *International Journal of Group Psychotherapy*, 51(1), 43-62.

Recommended Readings

Sobell, L.C., & Sobell, M.B. (2011). Integrating Motivational Interviewing and Cognitive-Behavioral Techniques into Group Therapy. In L.C. Sobell & M.B. Sobell (Eds.), *Group Therapy for Substance Use Disorders: A Motivational Cognitive-behavioral Approach* (pp. 148-185). New York: Guilford Press.

Unit 13: Group work with Children and Adolescents

Topics

Unit 13: Group work with Children and Adolescents

- Legal and practical considerations in working with children and adolescents
- Issues and challenges in leading groups with children and adolescents

This Unit relates to course objectives 1-5.

Required Readings

- Bratton, S. C., Ceballos, P. L., & Ferebee, K. W. (2009). Integration of structured expressive activities within a humanistic group play therapy format for preadolescents. *The Journal for Specialists in Group Work*, 34(3), 251- 275. doi:10.1080/01933920903033487
- Corey, M. S., & Corey, G. (2009). Groups for adolescents. In *Groups: Process & practice* (8th ed., pp. 321-354). Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., & Corey, G. (2009). Groups for children. In *Groups: Process & practice* (8th ed., pp. 285-320). Pacific Grove, CA: Brooks/Cole.
- LeCroy, C. W. (2004). Experimental evaluation of “Go Grrrls” preventive intervention for early adolescent girls. *The Journal of Primary Prevention*, 25(4), 457-473.
- Malekoff, A. (2007). A flexible organizing framework for group work with adolescents. *Social Work with Groups*, 30(3), 85-102. doi:10.1300/J00930n03_06
- Marziali, E., Damianakis, T., Smith, D., & Trocme, N. (2006). Supportive group therapy for parents who chronically neglect their children. *Families in Society*, 87(3), 401-408.
- Tucker, A. R. (2009). Adventure-based group therapy to promote social skills in adolescents. *Social Work with Groups*, 32(4), 315-329. doi:10.1080/01609510902874594

Unit 14 Group Presentations

Topics

- Group Presentations

This Unit relates to course objectives 1-5.

Unit 15 Group Presentations

Topics

- Group Presentations
- Course wrap-up
- Course evaluations

This Unit relates to course objectives 1-5.

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. 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 of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

X. 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.

XI. 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.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the 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.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

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

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

XIII.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.”

XIV.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.

XV.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.

XVI.CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

*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.

XVII.COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at pmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII.TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.