

Social Work 694

Group Psychotherapy in Mental Health Settings

3 Units

Spring 2021

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Office Hours: Tuesday mornings and
Thursdays mid-day

Course Day: Tuesdays

Course Location: VAC and On Ground

Please schedule your 20 minute office hour
here: <https://calendly.com/kristen-zaleski/office-hour-with-dr-zaleski>

I. COURSE PREREQUISITES

SOWK 544 and SOWK 506

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.
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

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities*
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities*
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families and groups in health, behavioral health and integrated care settings. Social workers working with adults and older adults identify issues related to losses, changes, and transitions over their life cycle in designing intervention. Social workers understand methods of identifying, analyzing, modifying and implementing evidence-informed interventions to achieve client goals, taking into account influences such as cultural preferences, strengths and desires. Social workers in working with adults and older adults value and readily negotiate, mediate, and advocate for clients. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>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.</p>	<p>8a. Skillfully choose and implement culturally competent interventions to achieve practice goals and enhance capacities of clients.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 2: Establishing an Outpatient Psychotherapy Group: The Beginning Phase</p> <p>Unit 4: The Middle Phase</p> <p>Unit 5: Dealing with Difficult Situations in Group Therapy</p> <p>Unit 6: Diversity in group therapy</p> <p>Assignment 1: Midterm</p> <p>Assignment 2: Final</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers in health, behavioral health and integrated care settings value and understand the primacy of relationships in the engagement process. Social workers practicing with adults and older adults understand that engagement involves the dynamic, interactive, and reciprocal processes. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge along with knowledge of practice theories (models, strategies, techniques, and approaches) to facilitate engagement with individuals, families and groups. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</p>	<p>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.</p>	<p>6b. Use empathy and other interpersonal skills to engage and intervene with others using brief evidence based interventions in mutli-disciplinary settings.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 3: Group Leadership Unit 4: The Middle Phase Unit 9: Inpatient Psychotherapy Groups Unit 11: Outpatient Groups for Persons with Serious Mental Illness Unit 12: Substance Abuse and Recovery Group Assignment 2: Final Team Paper and Presentation Assignment 3 & 4: Reflection papers</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Grade
Assignment 1: Reading Quizzes	Unit 3 and Unit 6	Week 3 15% Week 6 15%
Assignment 2: Final paper and presentation	Units 14,15 (Nov 24 & Dec 1)	35%
Assignment 3: Group Reflection Paper	Anytime between Unit 4 and Unit 10	25%
Class participation (Lecture & experiential group)	Ongoing	10%

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

Assignment 1: Reading Quizzes

As part of your integrated learning assessment, you will have two reading quizzes during week 3 and week 6 of the semester. The quizzes will be based on solely the required reading material. Week 3's quiz will cover unit 1-3 and week 6's quiz will cover units 4-6. There will be 15 questions worth 1 point each.

Due: Unit 3 and Unit 6

This assignment relates to student learning outcomes: 1a, 1c; 2a, 2b; 6a, 6b; 7c, 7d; 8a, 8b, 8c

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: Units 14, 15 (Presentations will take place November 24th and December 1st)

This assignment relates to student learning outcome: 1a, 1c; 2a, 2b; 6a, 6b; 7c, 7d; 8a, 8b, 8c

Reflection Papers (Members and/or Co-leaders)

Students are expected to submit a reflection paper sometime after the group begins up until the ending of group. As a result, you can submit this paper anytime between unit 4 and unit 10. The reflection will be on your experience as a group member and/or facilitator using Yalom's curative factors of group.

Due: Ongoing

This assignment relates to student learning outcome 1a, 1c; 2a, 2b; 6a, 6b; 8a, 8b, 8c

Assignment 3: Class Participation: Lectures and Experiential Group (total of 10% of Course Grade)

Class participation evaluation will be based on the following criteria:

Class Participation: (10% of Course Grade)

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades. Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion is essential. Participation on a course website, if developed, also constitutes meaningful class participation.

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: Nonparticipant: 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.

Class participation will also include a one-page summary of a required or recommended article and a 5 minute presentation to the class.

Grading

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
		70 – 72	C-

Within the USC Suzanne Dworak-Peck 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 been 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- 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.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbook

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process & practice*. (10th ed.). Boston, MA: Cengage Learning.

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

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

On Reserve

The books are on reserve at Leavey Library. All required and some recommended articles are posted on ARES.

A note on lap top computer and cell phone usage in class:

Recently, there have been instances of students checking email, texting, cruising the net, playing computer games, etc. If you are using these activities because you are bored, then you are not being active enough. If you understand the discussion or lecture, you could be asking further questions, giving examples, writing marginal notes to yourself, practicing active listening, or otherwise deepening your knowledge of the material in some way. If you have a learning style that requires this kind of multitasking, please discuss with me.

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Introduction and Review <ul style="list-style-type: none"> ▼ Review of group principles applied to mental health settings ▼ Therapeutic factors ▼ Stages of group dynamics 	
2	<ul style="list-style-type: none"> ■ Establishing an outpatient psychotherapy groups <ul style="list-style-type: none"> ▼ The Beginning Phase 	
3	<ul style="list-style-type: none"> ■ Group Leadership <ul style="list-style-type: none"> ▼ Co-leadership ▼ Ethics and Values ▼ Transference and countertransference 	
4	<ul style="list-style-type: none"> The Middle Phase <ul style="list-style-type: none"> ▼ Use of the here-and-now ▼ Balance of content and process 	
5	<ul style="list-style-type: none"> ■ Dealing with difficult situations <ul style="list-style-type: none"> ▼ Difficult group members ▼ Group member roles 	
6	<ul style="list-style-type: none"> ■ Diversity in Group Therapy <ul style="list-style-type: none"> ▼ Multicultural competence ▼ Addressing conflict and microaggressions 	
7	<ul style="list-style-type: none"> ■ Other issues in Middle Phase <ul style="list-style-type: none"> ▼ Dealing with resistance ▼ Sub-groups, hidden agendas 	Assignment 1 Due
8	<ul style="list-style-type: none"> ■ The Termination Phase <ul style="list-style-type: none"> ▼ Issues and goals ▼ Evaluation 	
9	<ul style="list-style-type: none"> ▼ In-Patient psychotherapy groups 	
10a 10b	<ul style="list-style-type: none"> ■ Theoretical Approaches <ul style="list-style-type: none"> ▼ Modern Psychodynamic Approaches ▼ Cognitive Behavioral Approaches 	
11	<ul style="list-style-type: none"> ■ Out-Patient Groups for Persons with Serious Mental Illness 	
12	<ul style="list-style-type: none"> ■ Substance Abuse and Recovery Groups 	
13a 13b	<ul style="list-style-type: none"> ■ Groups for Children/Adolescents ■ Abusive Groups <ul style="list-style-type: none"> ▼ High demand/control groups 	
14, 15	<ul style="list-style-type: none"> ■ Group Presentations 	
STUDY DAYS / NO CLASSES		

Unit	Topics	Assignments
FINAL EXAMINATIONS		

Course Schedule—Detailed Description

Unit 1: Foundations of 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

- Corey, M., Corey, G., & Corey, C. (2018). Viewing a group through a multicultural lens. *Groups: Process & practice*. (10th ed.).(pp. 109-110). Boston, MA: Cengage Learning.
- Corey, M., Corey, G., & Corey, C. (2018) Theoretical approaches. *Groups: Process & practice*. (10th ed). (pp. 111-145). Boston, MA: Cengage Learning.
- Flores, P. (2017). Attachment theory and group psychotherapy. *International JI. Of Group Psychotherapy*. 67, S50-S59.
- Yalom, I., & Leszcz, M. (2005). In the beginning. In *Theory and practice of group psychotherapy* (5th ed., pp. 309-320). New York: Basic Books.

Recommended Readings

- Corey, M. S., Corey, G., & Corey, C. (2018). Introduction to group work. In *Groups: Process & practice* (10th ed., pp. 6-21). Boston, MA: Cengage Learning.
- Stone, W. (2017). Self-Psychology: Empathy and process. *International JI. of Group Psychotherapy*, 67(S164-S170).
- 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. (review from 1st year)

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

Topics

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

This Unit relates to course objectives 2 and 3.

Required Readings

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.

Recommended Readings

Corey, M. S., Corey, G., Corey, C. (2018). Forming a group. In *Groups: Process & practice* (10th ed., pp. 159-161). Boston, MA: Cengage Learning.

Corey, M. S., Corey, G., Corey, C. (2018). Initial stage of a group. In *Groups: Process & practice* (10th ed., pp. 175-199). Boston, MA: Cengage Learning.

Unit 3: Group Leadership

Topics

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

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

Required Readings

Corey, M. S., Corey, G., Corey, C. (2018). Ethical and legal issues in group counseling. In *Groups: Process & practice* (10th ed., pp. 59-74). Boston, MA: Cengage Learning.

Leszcz, M. (2017). Commentary: How understanding attachment enhances group therapist effectiveness. *International JI. of Group Psychotherapy*, 67(2), 280-287.

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.

Zorzella, K. P. M., Muller, R. T., & Classen, C. C. (2014). Trauma group therapy: The role of attachment and therapeutic alliance. *International Journal of Group Psychotherapy*, 64(1), 25-47.

Recommended Readings

Rogers, C. (2018). 'Just don't get involved': Countertransference and the group – engaging with the projective process in groups. In P. Valerio (ed.) *Introduction to countertransference in therapeutic practice: A myriad of mirrors*. Abingdon, Oxon, England: Routledge

Unit 4: The Middle Phase

Topics

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

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

Required Readings

Corey, M. S., Corey, G., Corey, C. (2018). Effective therapeutic relationships: Research findings. In *Groups: Process & practice* (10th ed., pp. 202-203). Boston, MA: Cengage Learning.

MacColl, G. (2016). The art of bridging revisited. *International JI. of Group Psychotherapy*. 66(3), 443-454. doi.org/10.1080/00207284.2015.1111099

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 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

Corey, M. S., Corey, G., Corey, C. (2018). Transition stage of a group. In *Groups: Process & practice* (10th ed., pp. 223-240). Boston, MA: Cengage Learning.

Paine, D., Moon, S., Langford, R., Patel, S., Hollingsworth, A., Sandage, S., Bronstein, M., & Salimi, B. (2017). Group therapy for loss: Attachment, intersubjectivity, and healing. *International JI. of Group Psychotherapy*, 67, 565-589

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

Corey, M. S., Corey, G., Corey, C. (2018). Group members who pose a challenge for leaders. In *Groups: Process & practice* (10th ed., pp. 241-255). Boston, MA: Cengage Learning.

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

Ray, R. D. & Webster, R.(2010). Group interpersonal psychotherapy for veterans with posttraumatic stress disorder: A pilot study. *International Journal of Group Psychotherapy*, 60(1), 131-40.
Retrieved from <http://search.proquest.com/docview/194779659?accountid=14749>

Wozniak, D. F. & Allen, K. N. (2012). Ritual and performance in domestic violence healing: From survivor to thrive through rites of passage. *Culture, Medicine and Psychiatry*, 36(1), 80-101.
doi:<http://dx.doi.org/10.1007/s11013-011-9236-9>

Unit 6: Diversity in Group Therapy

Topics

- 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

Corey, M. S., Corey, G., Corey, C. (2018). A multicultural perspective on group work. The ethical imperative of addressing diversity in group counseling. In *Groups: Process & practice* (10th ed., pp. 76-83). Boston, MA: Cengage Learning.

Lefforge, N., McLaughlin, S., Goates-Jones, M., & Mejia, C. (2020). A training model for addressing microaggressions in group psychotherapy. *International JI. of Group Psychotherapy*. 70(1), 1-28.
<https://doi.org/10.1080/00207284.2019.1680989>

Tsang, A. K., Bogo, M., & Lee, E. (2011). Engagement in cross-cultural clinical practice: Narrative analysis of first sessions. *Clinical Social Work Journal*, 39(1), 79-90.
doi:<http://dx.doi.org/10.1007/s10615-010-0265-6>

Recommended Readings

Olesen, J., Campbell, J., & Gross, M. (2017). Using action methods to counter social isolation and shame among gay men. *Journal of gay and lesbian social services*, 29(2), 91-108.

Unit 7: Other Issues in the Middle Phase

Topics

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

This Unit relates to course objectives 1 and 3.

Required Readings

Yalom, I., & Leszcz, M. (2005). The advanced group. In *Theory and practice of group psychotherapy* (5th ed., pp. 345-390). New York: Basic Books.

Corey, M. S., Corey, G., Corey, C. (2018). Dealing with defensive behavior. In *Groups: Process & practice* (10th ed., pp. 255-258). Boston, MA: Cengage Learning.

Miles, J. & Mallinckrodt, B. (2017). Establishing a secure base to increase exploration of diversity in groups. *International JI. of Group Psychotherapy*, 67(2), 259-275.

Recommended Readings

Heck, N. (2017). Group psychotherapy with transgender and gender nonconforming adults: Evidence-based practice applications. *Psychiatric Clinics of North America*, 40, 157-175.

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: The 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

Corey, M. S., Corey, G., Corey, C. (2018). Final stage of a group. In *Groups: Process & practice* (10th ed., pp. 315-337). Boston, MA: Cengage Learning.

Mikulincer, M. & Shaver, P. (2017). Augmenting the sense of attachment security in group contexts: The effects of a responsive leader and a cohesive group. *International JI. of Group Psychotherapy*, 67(2), 161-175.

Yalom, I., & Leszcz, M. (2005). Termination. In *Theory and practice of group psychotherapy* (5th ed., pp. 382-390). New York: Basic Books.

Recommended Readings

Garfield, R., M.D. (2010). Male emotional intimacy: How therapeutic **men's groups** can enhance couples therapy. *Family Process*, 49(1), 109-122. Retrieved from <http://search.proquest.com/docview/218873307?accountid=14749>

Unit 10a: Modern Psychodynamic Approaches to Group Psychotherapy

Topics

- Attachment theory
- Mentalization theory
- Object relations

This Unit relates to course objectives 1-5.

Required Readings

Black, A. (2019). Treating insecure attachment in group therapy: Attachment theory meets modern psychoanalytic technique. *International JI. of Group Psychotherapy*, 69(3), 259-286.

Buchele, B. & Rutan, S. (2017). An object relations theory perspective. *International JI. of Group Psychotherapy*, 67:sup 1, S36-S43. Doi:10.1080/00207284.2016.1238748

Flores, P. (2017). Attachment theory and group Psychotherapy. *International Journal of Group Psychotherapy*, 67, S50-S59 (repeat from unit 1).

Flores, P. (2010). Group psychotherapy and neuro-plasticity: An attachment theory perspective, *International Journal of Group Psychotherapy*, 60(4), 547-570.
<https://doi.org/10.1521/ijgp.2010.60.4.546>

Recommended Readings

Adams, K. (2011). The abject self: Self-states of relentless despair. *International Journal of Group Psychotherapy*, 61(3), 332-64. doi:http://dx.doi.org/10.1521/ijgp.2011.61.3.332

Flores, P. & Porges, S. (2017). Group psychotherapy as a neural exercise: Bridging Polyvagal Theory and Attachment Theory, *International JI. of Group Psychotherapy*, 67(2), 202-222.

Unit 10b: 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

Puffer, E. S., Kochman, A., Hansen, N. B., & Sikkema, K. J. (2011). An evidence-based group coping intervention for women living with HIV and history of childhood sexual abuse. *International Journal*

of *Group Psychotherapy*, 61(1), 98-126. doi:http://dx.doi.org/10.1521/ijgp.2011.61.1.98

Uliaszek, A., Rashid, T., Williams, G., & Gulamani, T. (2016). Group therapy for University students: A randomized control trial of dialectical behavior therapy and positive psychotherapy. *Behaviour Research and Therapy*, 77, 78-85.

Wharton, E. & Kanas, N. (2019). Mindfulness-based stress reduction for the treatment of anxiety disorders. *International JI. of Group Psychotherapy*, 69(3), 362-372.

Recommended Reading

Rivera, M., & Darke, J. L. (2012). Integrating empirically supported therapies for treating personality disorders: A synthesis of psychodynamic and cognitive-behavioral group treatments. *International Journal of Group Psychotherapy*, 62(4), 500-29. doi:http://dx.doi.org/101521ijgp2012624500

Unit 11: Outpatient Groups for Persons with Serious Mental Illness

Topics

- Advantages of group therapy for serious mental illness
- Group models used for serious mental illness

This Unit relates to course objectives 1-5.

Required Readings

Bo, S., Beck, E., Gondan, M., Sharp, C. Pedersen, J., & Simonsen, E. (2017). First empirical evaluation of outcomes for Mentalization-Based group therapy for adolescents with Borderline Personality Disorder. *Personality Disorders: Theory, Research, and Treatment*.8(4), 396-401.

Long, C.G., Banyard, E., & Dolley, O. (2016). Living with mental illness: A Cognitive Behavioural group Psycho-education programme with women in secure settings. *Clinical Psychology and Psychotherapy*, 23, 368-376.

Svien, H. & Buringame, G. (2019). Trends in modern group psychotherapy for Schizophrenia. *International JI. of Group Psychotherapy*, 69(3), 347-352.

Recommended Readings

Castle, D., White, C., Chamberlain, J., Berk, M., Berk, L., Lauder, Gilbert, M. (2010). Group-based psychosocial intervention for bipolar disorder: Randomized 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). Neuro-psychological 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., & Wykes, T. (2017). Symptom fluctuations, self-esteem, and cohesion during group cognitive behavioral therapy for early psychosis. *Psychology and Psychotherapy: Theory, Research and Practice*.91, 15-26.

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

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 12: Substance Abuse 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

Kurtz, L.F. (2014). How do recovery groups differ from other types of groups? In *Recovery groups: A guide to creating, leading, and working with groups for addictions and mental health conditions*. Oxford University Press. 22-29 (e-book online)

<https://ebookcentral.proquest.com/lib/socal/detail.action?docID=1808775>

Kurtz, L.F. (2014). Groups for addictions and mental health conditions. In *Recovery groups: A guide to creating, leading, and working with groups for addictions and mental health conditions*. Oxford University Press. 30-40 (e-book online).

<https://ebookcentral.proquest.com/lib/socal/detail.action?docID=1808775>

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.

Gale Health and Wellness. (2018). Non-12-Step support groups as effective as AA, study suggests. *Alcoholism & Drug Abuse Weekly*, 30, #27, (16 July) 4+. *Gale Health and Wellness*,

https://go-gale-com.libproxy1.usc.edu/ps/i.do?p=HWRC&u=usocal_main&id=GALE|A548442027&v=2.1&it=r&sid=HWRC&asid=5bbc9bee

Recommended Reading

Kurtz, L.F. (2014). *Recovery groups: A guide to creating, leading, and working with groups for addictions and mental health conditions*. Oxford University Press. (e-book online).

<https://ebookcentral.proquest.com/lib/socal/detail.action?docID=1808775>

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

Unit 13a: Group work with Children and Adolescents

Topics

- 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

Corey, M. S., Corey, G., Corey, C. (2018). Group work with children and adolescents. In *Groups: Process & practice* (10th ed., pp. 341-380). Boston, MA: Cengage Learning.

Stutey, D., Dunn, M., Shelnut, J., & Ryan, J. (2017). Impact of Adlerian play therapy on externalizing behaviors of at-risk pre-schoolers. *International JI. of Play Therapy*, 26(4), 196-206.

Recommended 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

Eichas, K., Albrecht, R. E., Garcia, A. J., Ritchie, R. A., Varela, A., Garcia, A., Kurtines, W. M. (2010). Mediators of positive youth development intervention change: Promoting change in positive and problem outcomes? *Child & Youth Care Forum*, 39(4), 211-237. doi:http://dx.doi.org/10.1007/s10566-010-9103-9

Richardson, B. G., Surmitis, K. A., & Hyldahl, R. S. (2012). Minimizing social contagion in adolescents who self-injure: Considerations for group work, residential treatment, and the internet. *Journal of Mental Health Counseling*, 34(2), 121-132. Retrieved from <http://search.proquest.com/docview/1008267775?accountid=14749>

Unit 13b: Potential abuse of group dynamics (cults)

Topics

- High Demand Groups (aka “cults”)
- Recovery issues
- Support groups for survivors
- Link to power point in VAC for onground course

This unit relates to course objectives 1-5

Required Readings

Goldberg, W. & Goldberg, L. (2017). Support group for former cult members. In L. Goldberg, W. Goldberg, R. Henry, & M. Langone (eds.) *Cult recovery: A clinician's guide to worker with former members and families*. Bonita Springs, FL.: International Cultic Studies Assn. (ICSA), 265-275.

Langone, M. (2017). Introduction. In L. Goldberg, W. Goldberg, R. Henry, & M. Langone (eds.) *Cult recovery: A clinician's guide to working with former members and families*. Bonita Springs, FL.: ICSA. xv-xxv.

Recommended Readings

Goldberg, L., Goldberg, W., Henry, R., & Langone, M. (eds.). *Cult recovery: A clinician's guide to worker with former members and families*. Bonita Springs, FL.: International Cultic Studies Assn. (ICSA). (instructor's note: Each chapter deals with a different approach to working with cult survivors and families, read as interested.)

Whitsett, D. (2014). Why cults are harmful: Neurobiological speculations on inter-personal trauma. *ICSA Today*, 5(1), 2-5.

Unit 14/15: Group Presentations

Topics

- Group Presentations
- Course wrap-up

This Unit relates to course objectives 1-5.

**Group Reflection
Zaleski 2021**

This assignment is to reflect on your experience as a group member while simultaneously looking at group theory application. Please turn in no more than 2 pages of reflection on how this group has/has not successfully impacted you interpersonally in 3 of the concepts outlined below. Please write about three group meetings, list the date of each one you are writing a reflection on, and in your own words describe how you experienced one of the following group dynamics as a member/facilitator and also as a student applying theory. All prompts due by Week 10 (March 16th).

(For reference, we meet for 6 group sessions beginning February 2nd and ending March 9th).

Writing Prompt Options

(pick one topic for each reflection. A total of three reflections will be written turning in a total of 2 pages to be graded)

Option 1 : Concepts from Yalom's Therapeutic Factors of Group. Pick on factor of group and how you saw experienced it in the group process.

Option 2: Stages of Group Development (In your paragraph, write the stage you are describing and how this was experienced by you as a group member or a group facilitator).

Option 3: Diversity Issues of Group- How did you experience your intersections of diversity in this group. Was there a moment in time where you felt your identity was important to the group discussion and how did you use it to facilitate a conversation with others?

Option 4: Termination- Look at the termination concepts discussed in Unit 8. Were there dimensions of your interpersonal life that were seen/affected/shaped in this group? How is it to end?

Please write 1-2 paragraphs per prompt. Explore your personal reactions as a group member or facilitator and apply your learning of this as you become a social work group facilitator.

**Group Psychotherapy in Mental Health Settings
Final Assignment
Fall 2020**

The final assignment is a group project consisting of three parts. Each group will choose a psychotherapy group for a particular population and problem. You will record your presentation and send it to me via email.

A) The presentation should consist of the following: (worth 60 points)

- a. Brief description of the group (type, for whom, etc.)
- b. Theoretical underpinnings and empirical support for its efficacy
Provide a brief but concise summary of the research in your presentation but go into more detail in your written report.
- c. Techniques and demonstration
This is the major portion of your presentation
Demonstrate the group experience (including leadership) in a creative way
- d. Critique: Strengths and Limitations of this type of group
- e. Handouts

The presentation must be enhanced through power point slides, videos, role plays, or any other mode to enhance your demonstration. Please let me know what technology you will require so we can make sure the room accommodates your needs.

Presentations should take no more than 20 minutes. Presentations must be emailed to me by the last day of class at 11:59 p.m.

B) Brief 4-6 page write-up (excluding references) of the material will also be required from the group and should include diversity issues that are relevant. **(worth 30 points)**

Use APA style throughout the paper (including title page, abstract, font, margin, spacing, headings and subheadings, references, etc.).

Inclusion of the information above is expected but it is not a guarantee of a high grade. Your grade will be assessed based on the quality, content, format, and timeliness of your submission.

The Final paper is due December 1st at 11:59 p.m. Late papers without special permission will be penalized.

C) 1-2 page discussion of the dynamics of YOUR group process being a team member in this assignment will be required from each individual member, i.e. what was it like to be in this group? How well or poorly did your work together? What were the pitfalls? What were the strengths of the group?

The discussion paper is also due **the final day of class, 11:59 p.m. (worth 10 points)**

In general, all members of a group will receive the same grade. Therefore, please make sure you all contribute equally. *However, I reserve the right to grade group members on an individual basis as appropriate.*

University Policies and Guidelines

IX. ATTENDANCE POLICY

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. Therefore, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions.

Students are expected to notify the instructor by email (whitsett@usc.edu) of any anticipated absence or reason for tardiness.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XII. 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 IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIII. 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.

XIV. 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.

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

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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.

XVI. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

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 the lead on the course. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ 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.
