

## **Social Work 694**

### **Group Psychotherapy in Mental Health Settings**

**3 Units**

*Spring 2022*

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**Office Hours:** By Appointment

**Course Day:** Thursday

**Course Time:** 7:10p-10:00pm  
**Course Location:** MRF 320

#### **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:

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

\* Highlighted in this course

**See Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Grade
Assignment 1: Reading Quizzes	Unit 4- February 3 <sup>rd</sup> and Unit 7- February 24 <sup>th</sup>	Each Quiz is worth 15% of your final grade
Assignment 2: Reflection papers – group member and/or co-leader	Unit 11 March 31 <sup>st</sup>	25%
Assignment 3: Final presentation of a group technique	Units 13,14,15	35%
Assignment 4: 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: Quiz # 1 will be released on week 3 and is due by week 4.**

**Quiz # 2 will be released on week 6 and is due by week 7.**

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

### Assignment 2: Experiential Group Reflection Papers (Members and/or Co-leaders)

Students are expected to submit reflection papers to demonstrate their experience and learning in the experiential group sessions. Students will answer/respond to 3 questions. Each response is to be no more than one page double spaced.

**Due: Week 11**

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

### Assignment 3: Final Team Presentation

The final team paper and presentation will be on an evidence-based group psychotherapy approach for a particular population and problem. Student groups will present a power-point presentation about the group and then conduct an activity or exercise with the class that relates to the topic they are presenting on.

**Due: Units 13 and 14 and 15**

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

### Assignment 3: Final Team presentation Reaction Discussion Paper

**2 page (double spaced) reaction discussion** of the dynamics of the group process will be required from each individual member, i.e. what was it like to be in this group? How well or poorly did you work together? What were the pitfalls? What were the strengths of the group? No references required.

**Due: within 24 hours after the presentation.**

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

### Assignment 4: Class Participation: Lectures and Group involvement (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.

## 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. (2021). *Groups: Process & practice*. (10<sup>th</sup> ed.). Boston, MA: Cengage Learning.

Yalom, I., & Leszcz, M. (2020). *Theory and practice of group psychotherapy* (6<sup>th</sup> ed.). New York: Basic Books.

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (7<sup>th</sup> 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.

**Informed Consent Statement** Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional social work to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this course: • The social work profession encourages that social workers fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist. • There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so. • At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities. • Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the NASW Code of Ethics. • Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary social work skills. Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made. • It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities and process groups.





## Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> <li>■ Introduction and Review               <ul style="list-style-type: none"> <li>▼ Review of group principles applied to mental health settings</li> <li>▼ Therapeutic factors</li> <li>▼ Stages of group dynamics</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Establishing an outpatient psychotherapy groups               <ul style="list-style-type: none"> <li>▼ The Beginning Phase</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Group Leadership               <ul style="list-style-type: none"> <li>▼ Co-leadership</li> <li>▼ Ethics and Values</li> <li>▼ Transference and countertransference</li> </ul> </li> </ul>	
4	<ul style="list-style-type: none"> <li>The Middle Phase               <ul style="list-style-type: none"> <li>▼ Use of the here-and-now</li> <li>▼ Balance of content and process</li> </ul> </li> </ul>	Quiz # 1
5	<ul style="list-style-type: none"> <li>■ Dealing with difficult situations               <ul style="list-style-type: none"> <li>▼ Difficult group members</li> <li>▼ Group member roles</li> </ul> </li> </ul>	Experiential SOS Group # 1
6	<ul style="list-style-type: none"> <li>■ Diversity in Group Therapy               <ul style="list-style-type: none"> <li>▼ Multicultural competence</li> <li>▼ Addressing conflict and microaggressions</li> </ul> </li> </ul>	Experiential SOS Group # 2
7	<ul style="list-style-type: none"> <li>■ Other issues in Middle Phase               <ul style="list-style-type: none"> <li>▼ Dealing with resistance</li> <li>▼ Sub-groups, hidden agendas</li> </ul> </li> </ul>	Experiential SOS Group # 3 Quiz # 2
8	<ul style="list-style-type: none"> <li>■ The Termination Phase               <ul style="list-style-type: none"> <li>▼ Issues and goals</li> <li>▼ Evaluation</li> </ul> </li> </ul>	Experiential SOS Group # 4
9	<ul style="list-style-type: none"> <li>▼ In-Patient psychotherapy groups</li> </ul>	Experiential SOS Group # 5
(3/17)	<ul style="list-style-type: none"> <li>▼ SPRING BREAK</li> </ul>	NO CLASS
10a 10b	<ul style="list-style-type: none"> <li>■ Theoretical Approaches               <ul style="list-style-type: none"> <li>▼ Modern Psychodynamic Approaches</li> <li>▼ Cognitive Behavioral Approaches</li> </ul> </li> </ul>	Experiential SOS Group # 6
11	<ul style="list-style-type: none"> <li>■ Out-Patient Groups for Persons with Serious Mental Illness</li> </ul>	Reflection Papers Due In Class Group Work on Presentations
12	<ul style="list-style-type: none"> <li>■ Substance Abuse and Recovery Groups</li> </ul>	In Class Group Work on Presentations
13 14 15	<ul style="list-style-type: none"> <li>■ Final Team Presentations</li> </ul>	
<b>STUDY DAYS / NO CLASSES</b>		
<b>FINAL EXAMINATIONS</b>		

## 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*. (10<sup>th</sup> ed.).(pp. 109-110). Boston, MA: Cengage Learning.
- Corey, M., Corey, G., & Corey, C. (2018) Theoretical approaches. *Groups: Process & practice*. (10<sup>th</sup> 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. (2020). In the beginning. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 377-393). New York: Basic Books.

#### Recommended Readings

- Corey, M. S., Corey, G., & Corey, C. (2018). Introduction to group work. In *Groups: Process & practice* (10<sup>th</sup> 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. (2020). The therapeutic factors in group therapy. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 9-31). New York: Basic Books. (review from 1<sup>st</sup> 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. (2020). Creating of the group. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 341-375). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2020). Group cohesiveness. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 72-102). New York: Basic Books.
- Yalom, I., & Leszcz, M. (2020). Selecting clients and composing groups. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 293-321). New York: Basic Books.

### Recommended Readings

- Corey, M. S., Corey, G., Corey, C. (2018). Forming a group. In *Groups: Process & practice* (10<sup>th</sup> 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* (10<sup>th</sup> 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* (10<sup>th</sup> 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. (2020). The therapist: Basic tasks. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 153-182). New York: Basic Books.

Yalom, I., & Leszcz, M. (2020). The therapist: Transference and transparency. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 255-291). 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* (10<sup>th</sup> 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. (2020). Interpersonal learning. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 33-71). New York: Basic Books.

Yalom, I., & Leszcz, M. (2020). The therapist: Working in the here-and-now. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 183-254). New York: Basic Books.

## Recommended Readings

Corey, M. S., Corey, G., Corey, C. (2018). Transition stage of a group. In *Groups: Process & practice* (10<sup>th</sup> 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* (10<sup>th</sup> ed., pp. 241-255). Boston, MA: Cengage Learning.

Yalom, I., & Leszcz, M. (2020). The challenging group member. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 477-520). 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* (10<sup>th</sup> 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. (2020). The advanced group. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 425-465). New York: Basic Books.

Corey, M. S., Corey, G., Corey, C. (2018). Dealing with defensive behavior. In *Groups: Process & practice* (10<sup>th</sup> 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* (10<sup>th</sup> 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. (2020). Termination. In *Theory and practice of group psychotherapy* (6<sup>th</sup> ed., pp. 465-476). 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](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* (10<sup>th</sup> 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 13/14/15: Group Presentations

### Topics

- Group Presentations
- Course wrap-up

This Unit relates to course objectives 1-5.

## Group Psychotherapy in Mental Health Settings

### Experiential Group Reflection Paper Prompts SOS Group (Stressed Out Students)

#### Writing Prompt Options: 3 reflections

Explore your personal reactions as a group member or facilitator and apply your learning of this as you become a social work group facilitator.

**Pick one topic for each reflection. A total of three reflections will be written. Cite your source for each of the reflections. Use APA formatting. Use the references from the course textbooks or syllabus journal readings. Each reflection should be referenced from the course readings. Include a cover page and a reference page. Each response should be 1 page double spaced.**

**Option 1:** Concepts from Yalom's Therapeutic Factors of Group. Pick one 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:** Discuss the cohesiveness of the group and how this developed over the course of the group.

**Option 4:** 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 5:** 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?

Due Week 11

**Group Psychotherapy in Mental Health Settings**  
**Final Group Assignment**  
**Due weeks 13,14,15**

The final assignment is a group project consisting of three parts. Each group will choose a psychotherapy group for a particular population and problem.

**A) The presentation should consist of the following:**

- 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. Provide at least 3 references that show this is an evidence-based practice. Include a slide with the references.
- 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
- d. Q and A
- 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 to describe the technique.

- B) Facilitate the group with the class. The group presenters (facilitators) will demonstrate the group technique with the class for 30 minutes. This will be done in class during weeks 13,14,15.** Groups will average 4 participants.

- C) 2 page (double spaced) reaction discussion** of the dynamics of the group process will be required from each individual member, i.e. what was it like to be in this group? How well or poorly did you work together? What were the pitfalls? What were the strengths of the group? No references required.

**The discussion paper is also due within 24 hours after you presented. This is a short reaction discussion paper. Upload this paper to the VAC. Email the power-point presentation to the instructor.**

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.*

Appendix A

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>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><b>1.</b> 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><b>8a.</b> Skillfully choose and implement culturally competent interventions to achieve practice goals and enhance capacities of clients.</p>	<p>Cognitive and Affective Processes</p>	<p><b>Unit 2:</b> Establishing an Outpatient Psychotherapy Group: The Beginning Phase</p> <p><b>Unit 4:</b> The Middle Phase</p> <p><b>Unit 5:</b> Dealing with Difficult Situations in Group Therapy</p> <p><b>Unit 6:</b> Diversity in group therapy</p> <p>Reflection Paper Group Presentations</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b> 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><b>1.</b> 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><b>6b.</b> 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><b>Unit 3:</b> Group Leadership <b>Unit 4:</b> The Middle Phase <b>Unit 9:</b> Inpatient Psychotherapy Groups <b>Unit 11:</b> Outpatient Groups for Persons with Serious Mental Illness <b>Unit 12:</b> Substance Abuse and Recovery Group <b>Assignment 2:</b> Final Team Paper and Presentation <b>Assignment 3 &amp; 4:</b> Reflection papers</p>

## Appendix B: Definitions of Grades and Standards Established by Faculty of the School

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.



## Appendix C: Recommended Instructional Materials and Resources

### *Recommended Guidebook for APA Style Formatting*

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

<https://libguides.usc.edu/APA7th/additionalresources>

## Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

## Appendix E: University Policies and Guidelines

### 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 ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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 Policies and Procedures](#) for additional information on attendance policies.

### Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

### 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."

### 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.

## **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.

## **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.

## **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.

### **Complaints**

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

### **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.

## Appendix F: Support Systems and Additional Resources

### Office of Student Accessibility Services

<https://osas.usc.edu/>

osasfrontdesk@usc.edu.

Phone number (213) 740-0776

OSAS is the unit at USC responsible for ensuring equal access for students with disabilities in compliance with state and federal law. OSAS serves undergraduate, graduate, and professional students; on-ground and on-line students; and students in all credit-granting courses and programs of study.

### Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

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

### National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

### Relationship and Sexual Violence Prevention Services (RSVP)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

### USC Office of Equity, Equal Opportunity, and Title IX

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### Reporting Incidents of Bias or Harassment

[https://usc-advocate.symplicity.com/care\\_report/index.php/pid422659?](https://usc-advocate.symplicity.com/care_report/index.php/pid422659?)

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

### **USC Campus Support and Intervention**

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

### **Diversity at USC**

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

### **USC Emergency**

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

### **USC Department of Public Safety**

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

### **Emergency Preparedness and Response Resources**

#### **USC Earthquake Procedures:**

<https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/>

#### **USC Emergency Procedures Video:**

<https://usc.edu/emergencyvideos>

#### **Campus Building Emergency Information Fact Sheets:**

<https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/>

#### **USC Shake Office of Student Accessibility Services Out Drill:** (morning of October 21, 2021)

<https://fsep.usc.edu/shakeout/>

#### **Personal Preparedness Resources,** such as preparing your home, etc.

<https://fsep.usc.edu/personal-preparedness/>

### **Additional Resources**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

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