USC Suzanne Dworak-Peck
School of Social Work

SOWK 694: Group Psychotherapy in Mental Health Settings

Section #67128
3 Units
Fall 2024, Friday 8:45 – 10:00 a.m. PT
Location: VAC

SYLLABUS
(Subject to change)

"We have all known the long loneliness and we have learned that the only solution is love and that love comes with community." – Dorothy Day

Instructor Photo	**Instructor:**	Melissa Singh, EdD, LCSW, MS-HSA
	E-Mail:	singhmi@usc.edu*
	Office Phone:	(213) 764-3014
		*Replies can be expected within 2 business days
	Office Location:	USC Zoom
	Office Hours Days & Times:	Fridays at 1 p.m. or by appointment
	IT Help Hours of Service:	24 hours, 7 days/week
	IT Help Contact Information:	• Please contact your course instructor for course-specific issues (e.g., accessing live sessions, submitting assignments). • VAC Canvas support: (833) 713-1200 or "Help" button in Canvas. • On Campus/Hybrid Brightspace support: (888) 895-2812 or usc@d2l.com • NETID/password issues: USC ITS (213) 740-5555 or consult@usc.edu • For other tech questions, please email the School's learning support team, SDP.LTS@usc.edu, review the onboarding module in the platform, or review a list of helpful resources: Platform Information, User Guidelines, and Technical Standards for On-Ground, Hybrid, and Virtual Online Platforms* for Students

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I.   Course Prerequisites and/or Co-Requisites
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

By the completion of this course, students will be able to:
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.   CSWE Core Competencies Addressed in this Course
The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

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CSWE Core Competencies Highlighted in this Course:
Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities
6a. Apply advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies particularly when working with children, youth and families with complex biopsychosocial needs.
6b. Use advanced empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies particularly when working with children, youth and families with complex biopsychosocial needs.
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions across populations, , settings and systems to achieve client and constituency goals, particularly when working with children, youth and families in school settings.
8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies across populations, settings and systems, particularly when working with children, youth and families in school settings

VI.   Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). Brightspace will support access to course-related materials and communication for campus-based students; Canvas will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

If at any time students have concerns about their instructor or the course, they should contact the instructor with their concerns, so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (Melissa Singh,

singhmi@usc.edu). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

VII. Technology Proficiency & Hardware/Software Required
This course requires the use of an online learning management system (LMS), as well as a variety of software tools (e.g., Microsoft Word and PPT, Excel, and SPSS) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: Zoom information for students, Software available to USC Campus.

For campus-based students, USC is using **Brightspace**. To access Brightspace go to https://brightspace.usc.edu/d2l/login to login and find your courses. You also can find Brightspace on myUSC. The mobile app, Brightspace Pulse, also is available in both the Apple App Store and Google Play. Training and resources are available at Brightspace Student Tutorials. The following are technical support resources:

- **Student Guides:** Brightspace Student Guides
- **Brightspace Technical Support Line:** 888-895-2812
- **Brightspace Email Support:** usc@d2l.com

VAC students are using **Canvas**. Canvas tech support can be reached at 833-713-1200 or use the "Help" button in Canvas.

VIII. Course Assignments, Due Dates & Percent of Final Grade
The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due[1]	% of Grade
Assignment 1 Reading Quizzes	1-5	Unit 4 & 7	15% each
Assignment 2 Final presentation of a group technique	1-5	Units 13-15	35%
Assignment 3 SOS Reflection papers – group member and/or co-leader	1-5	Unit 11	25%
Active and Proactive Learning, & Meaningful Participation	1-5	Ongoing	10%

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Reading quizzes (each 15% of course grade) Due: Unit 4 & Unit 7
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.

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.

Assignment 2 – Final presentation of group technique (35% of course grade) Due: Units 13-15

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.

Assignment 3 – SOS Experiential Group Reflection Papers (25% of course grade) Due: Unit 11

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.

Active and Proactive Learning, & Meaningful Participation (10% of course grade) Due: Units 1 – 15
Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses,

active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the _Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)_. An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**.

Criteria
a. Student demonstrates active learning.

b. Student demonstrates proactive learning.	
c. Student meaningfully participates.	
d. Student contributes to a positive learning environment.	
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	

Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
3.85 – 4.00	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
1.89 & below	C-	70 – 72	C-

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

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.

IX.   Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X.   Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI.   Statement about Incompletes and In Progress Grades

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

[For Practicum courses only] At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

XII. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

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

XIII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students

may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity (OAI).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the Student Handbook, the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Special Note on the Use of AI Generators
AI generators programs do not replace human creativity, originality, and critical thinking. AI text generators are not permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

XVI. Course Content Distribution and Synchronous Session Recordings
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: The USC Student Handbook, page 13).

XVII.   Course Evaluations

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The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

XVIII. Required Textbooks

Corey, M. S., Corey, G., & Corey, C. (2021). *Groups: Process & practice.* (10th ed.). Boston, MA: Cengage Learning.

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

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: https://reserves.usc.edu/ares/ares.dll. Use the search bar to locate the course by School, course number or Lead Instructor's last name.

XIX. Recommended Materials & Resources

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at http://www.naswdc.org

Institute for the Advancement of Social Work Research.
Available at http://www.iaswresearch.org

Society for Social Work and Research. Available at http://www.sswr.org

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

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XX. Course Schedule
The table below presents the topics for each unit of instruction. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Unit	Topic	Readings	Assignment Due Dates
1	**Foundations of Group Psychotherapy**	**Required** Corey, M., Corey, G., & Corey, C. (2021). 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. (2021) Theoretical approaches. *Groups: Process & practice.* (10th ed). (pp. 111-145). Boston, MA: Cengage Learning. Flores, P. (2017). Attachment theory and group psychotherapy. *International Jl. Of Group Psychotherapy. 67, S50-S59.* Yalom, I., & Leszcz, M. (2020). In the beginning. In *Theory and practice of group psychotherapy* (6th ed., pp. 377-393). New York: Basic Books. **Recommended** Corey, M. S., Corey, G., & Corey, C. (2021). 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 Jl. of Group Psychotherapy, 67*(S164-S170). Yalom, I., & Leszcz, M. (2020). The therapeutic factors in group therapy. In *Theory and practice of group psychotherapy* (6th ed., pp. 9-31).	

Unit	Topic	Readings	Assignment Due Dates
		New York: Basic Books. (review from 1st year)	
2	**Establishing an Outpatient Psychotherapy Group: The Beginning Phase**	**Required** Yalom, I., & Leszcz, M. (2020). Creating of the group. In *Theory and practice of group psychotherapy* (6th ed., pp. 341-375). New York: Basic Books. Yalom, I., & Leszcz, M. (2020). Group cohesiveness. In *Theory and practice of group psychotherapy* (6th 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* (6th ed., pp. 293-321). New York: Basic Books. **Recommended** Corey, M. S., Corey, G., Corey, C. (2021). Forming a group. In *Groups: Process & practice* (10th ed., pp. 159-161). Boston, MA: Cengage Learning. Corey, M. S., Corey, G., Corey, C. (2021). Initial stage of a group. In *Groups: Process & practice* (10th ed., pp. 175-199). Boston, MA: Cengage Learning.	
3	**Group Leadership**	**Required** Corey, M. S., Corey, G., Corey, C. (2021). 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 Jl. of Group Psychotherapy, 67*(2), 280-287.	

Unit	Topic	Readings	Assignment Due Dates
		Yalom, I., & Leszcz, M. (2020). The therapist: Basic tasks. In *Theory and practice of group psychotherapy* (6th 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* (6th 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** 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	
4	**The Middle Phase**	**Required** Corey, M. S., Corey, G., Corey, C. (2021). Effectivetherapeutic 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 Jl. 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* (6th ed., pp. 33-71). New York: Basic Books.	**Reading quiz 1**

Unit	Topic	Readings	Assignment Due Dates
		Yalom, I., & Leszcz, M. (2020). The therapist: Working in the here-and-now. In *Theory and practice of group psychotherapy* (6th ed., pp. 183-254). New York: Basic Books. **Recommended** Corey, M. S., Corey, G., Corey, C. (2021). 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 Jl. of Group Psychotherapy,.67,* 565-589	
5	**Dealing with Difficult Situations in Group Therapy**	**Required** Corey, M. S., Corey, G., Corey, C. (2021). 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. (2020). The challenging group member. In *Theory and practice of group psychotherapy* (6th ed., pp. 477-520). New York: Basic Books. **Recommended** 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/1947796 59?accountid=14749	

Unit	Topic	Readings	Assignment Due Dates
		Wozniak, D. F. & Allen, K. N. (2012). Ritual and performance in domestic violence healing: From survivor to thriver through rites of passage. *Culture, Medicine and Psychiatry, 36*(1), 80-101. doi:http://dx.doi.org/10.1007/s11013-011 9236-9	
6	**Diversity in Group Therapy**	**Required** Corey, M. S., Corey, G., Corey, C. (2021). 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 Jl. of Group Psychotherapy. 70(1), 1-28. https://doi.org/10.1080/00207284.2019.1680 989 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** 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	Topic	Readings	Assignment Due Dates
7	**Other issues in the middle phase**	**Required** Yalom, I., & Leszcz, M. (2020). The advanced group. In *Theory and practice of group psychotherapy* (6th ed., pp. 425-465). New York: Basic Books. Corey, M. S., Corey, G., Corey, C. (2021). 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 Jl. of Group Psychotherapy, 67*(2), 259-275. **Recommended** 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	Reading Quiz 2
8	**The Termination Phase**	**Required** Corey, M. S., Corey, G., Corey, C. (2021). 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	

Unit	Topic	Readings	Assignment Due Dates
		in group contexts: The effects of a responsive leader and a cohesive group. *International Jl. of Group Psychotherapy, 67*(2),161-175. Yalom, I., & Leszcz, M. (2020). Termination. In *Theory and practice of group psychotherapy* (6th ed., pp. 465-476). New York: Basic Books. **Recommended** 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/2188733 07?accountid=14749	
9	**Inpatient Groups**	**Required** Emond, S. & Rasmussen, B. (2012) The Status of Psychiatric Inpatient Group Therapy: Past, Present, and Future, *Social Work With Groups*, 35(1), 68-91, DOI: 10.1080/01609513.2011.553711 Lothstein, L.M. (2014) The Science and Art of Brief Inpatient Group Therapy in the 21st Century: Commentary on Cook et al. and Ellis et al., *International Journal of Group Psychotherapy*, 64(2), 228-244, DOI: 10.1521/ijgp.2014.64.2.228	
10a	**Modern Psychodynamic Approaches to Group Psychotherapy**	**Required** Black, A. (2019). Treating insecure attachment in group therapy: Attachment theory meets modern psychoanalytic technique. *International Jl. of Group Psychotherapy, 69*(3), 259-286.	

Unit	Topic	Readings	Assignment Due Dates
		Buchele, B. & Rutan, S. (2017). An object relations theory perspective. *International Jl. 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** 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 Jl. of Group Psychotherapy, 67*(2), 202-222.	
10b	**Cognitive Behavioral Group Psychotherapy**	**Required** 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.2011.61.1.8 Uliaszek, A., Rashid, T., Williams, G., & Gulamani, T. (2016). Group therapy for University students: A randomized control trial of dialectical behavior therapy and	

Unit	Topic	Readings	Assignment Due Dates
		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 Jl. of Group Psychotherapy, 69*(3), 362-372. **Recommended** 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	
11	**Outpatient Groups for Persons with Serious Mental Illness**	**Required** 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 Jl. of Group Psychotherapy, 69*(3), 347-352. **Recommended**	SOS Experiential Group Reflection Papers

Unit	Topic	Readings	Assignment Due Dates
		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., Altiere, 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	
12a	**Substance Abuse Recovery Groups**	**Required**	

Unit	Topic	Readings	Assignment Due Dates
		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** 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).	

Unit	Topic	Readings	Assignment Due Dates
		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.	
12b	**Group work with children and adolescents**	**Required** Corey, M. S., Corey, G., Corey, C. (2021). 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 *Jl. of Play Therapy, 26*(4), 196-206. **Recommended** 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	

Unit	Topic	Readings	Assignment Due Dates
		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	
12c	**Potential abuse of group dynamics (cults)**	**Required** 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** 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.	
13	**Group presentations**	**Required** None	

Unit	Topic	Readings	Assignment Due Dates
14	**Group presentations**	**Required** None	
15	**Group presentations**	**Required** None	
	Exam Week – NO CLASS		

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XXI. Statement on University Academic and Support Systems

Students and Disability Accommodations
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems
Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health Services:
USC offers a variety of mental health services and resources. Students who have opted to pay the student health fee (SHF) can access short-term counseling services, as well as other mental health services, through the USC Counseling & Mental Health Center by calling 213-740-9355 (WELL) 24/7 or visiting the website at https://sites.usc.edu/counselingandmentalhealth/.

Students who elected not to pay the student health fee, or who live out-of-state, can visit https://studenthealth.usc.edu/for-online-students/ for mental health information and resources or contact the Student Wellness Coordinator at sdp.adc@usc.edu for additional support with access to services.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or

emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL)* *– 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
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 - *(213) 740-2500*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(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 - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
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.

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USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

XXII.　　List of Appendices
A.　Suzanne Dworak-Peck School of Social Work ADEI Statement
B.　Preamble to the NASW Code of Ethics

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.