

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY
SOWK 665 Advanced Social Work Practice with Groups
Spring Quarter 2006-2007

Section:	Instructor:	Contact Info:	Units:	Lecture:	Room:
1	Kristen Slagter, MSW	520-954-2695 <i>In Class</i>	3	Tuesday, 3:00-5:50 p.m.	WH 1117

TEXTBOOKS

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

SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS

Bertcher, H., Kurtz, L., & Lamont, A. (2000). *Rebuilding communities*. New York: The Haworth Press.

Henry, S. (1992). *Group skills in social work*. (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Lewis, K. (Ed.). (1989). *Variations on teaching and supervising group therapy*. New York, NY: Haworth Press.

COURSE CONTEXT AND DESCRIPTION

As a part of the core curriculum for the Clinical Concentration, *SOWK 665 Advanced Social Work Practice with Groups* intensifies the depth and breadth of knowledge of group processes for treatment purposes. Through lecture, discussion, use of case material, and experiential learning in the classroom, advanced group work is examined for its therapeutic impact on individual adult members. Assessment and interventive skills in relation to the development of the group and the ego functioning of individuals in therapeutic groups are also emphasized.

COURSE GOAL

The goal of this course is to advance students' knowledge of group processes for treatment purposes in health and mental health agencies and institutions.

COURSE OBJECTIVES

- To further the depth and breadth of students' understanding of theories of group dynamics as systems;
- To solidify students' skills in the assessment of the group process;
- To deepen students' understanding of and skills in group formation with principles applicable to a wide variety of settings, populations, and group purposes;
- To solidify students' capacity to differentially match group work intervention models with the advanced treatment needs of particular client systems;
- To assist students in the acquisition of a wide range of group intervention skills applicable to the advanced treatment needs of specific client populations;
- To broaden students' knowledge of research findings on the effectiveness of various models of group work interventions;
- To enhance students' understanding of the nature and treatment dynamics of health and mental settings in which advanced group treatment is commonly practiced;

- To develop students' understanding of how philosophical, organizational, and economic changes in treatment facilities can impact the nature and utilization of treatment models;
- To deepen students' understanding and integration of the needs of diverse populations in advanced group work interventions; and
- To advance students' ability to evaluate their knowledge and skills in group work practices.

STUDENT EDUCATIONAL OUTCOMES

- Students will be able to demonstrate in writing, completing quizzes and class participation substantial skill in the differential matching of appropriate group work intervention models with particular client systems;
- Students will be able to demonstrate in writing and class participation an understanding of and moderate skill in the assessment of the group process;
- Students will be able to demonstrate in writing knowledge of at least three theories of groups dynamics as a system;
- Students will be able to demonstrate in writing a deeper understanding of and moderate skill in forming groups with principles applicable to a wide variety of settings, populations, and group purposes;
- Students will be able to demonstrate in writing, completing quizzes and class participation substantial skill in using a wide range of group interventions techniques with specific client populations;
- Students will be able to demonstrate in writing and completing quizzes a moderate familiarity with research findings on the effectiveness of various models of group work intervention;
- Students will be able to demonstrate in writing knowledge of three or more settings in which group treatment is commonly practiced;
- Students will be able to demonstrate in writing knowledge of diversity and how it relates to social work with groups in populations which differ in race, ethnicity, sex and age;
- Students will be able to demonstrate in writing and class participation moderate ability to be self-critical of their own group work practices.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

The cognitive and effective learning experiences used in class include:

- Lecture on social work group practice incorporating diverse theories and techniques.
- Promoting discussion on advanced group work practice by requiring students to submit in writing questions on group work practice.
- Demonstration of group work by seasoned social work practitioners.
- Observing video tapes of group work practice.
- Weekly experiential learning through role playing of advanced group work interventions. Video play back

of role playing.

- Reading assignments in social work practice with groups.
- Regular study groups collaborating knowledge of required reading assignments.

Student role: As typical in most practice classes, a significant amount of student participation will be expected via discussion, demonstration of skills, role playing, and other experiential learning participation.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions, examinations and quizzes. *Required readings are located in either the course textbooks, the course supplement, or on-line.*

Recommended Readings: Recommended readings refer to the text and journal materials used to enhance course lectures, discussions, and student research. Examination and quiz questions are not taken from recommended readings. *Recommended readings are available through the library in on-site journal holdings unless identified as reserved.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Test Taking Policy: It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time

NOTE: Class and Group Skills Exercise Participation Grade: Twenty-five percent (25%) of final grade will reflect the quality of skills group participation and demonstration of skill in using a range of group therapy techniques during role playing. Instructor will observe skills group simulations. Also grade weight will be based upon the

instructor's judgment of students' grasp of the course content and contributions to the work as revealed in class discussion and role playing.

Group Paper:

A seven to ten page paper is to be written that will focus on the dynamics of a therapy group. The APA format is to be followed along with professional referencing.

Students are to select a particular population of interest to critique. For example, students may select a group focusing on working with children on an in-patient unit, HIV patients, divorce, domestic violence, perpetrators, chronic adults, etc.

The following information should be included in the paper:

- Introduction to the population
- History of group work with this population
- Group purpose and type (psycho-education, support, open-ended vs. closed ended, outpatient/in-patient therapy)
- Applicable theories and/or practice models (derived from theories)
- Group dynamics
- Leadership, cultural competence and diversity
- Applicable group skills (e.g. interventions, techniques, strategies)
- Other issues to consider in conducting group work with this population

Make sure to apply each of the above components to the specific population being discussed (rather than discussing group dynamics in general).

Quizzes: There will be four quizzes given during the quarter comprised of approximately 15 to 20 questions each. The quizzes will consist of questions from the lectures and required readings and will include both multiple choice as well as short answers to questions relating to group process. The first two quizzes will count as the mid-term term grade and the final two quizzes as the final grade.

GRADING *The grading breakdown is as follows:*

Quiz 1	15%
Quiz 2	15%
Quiz 3	15%
Quiz 4	15%
Group Paper	40%
TOTALS	100%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	82-80	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to polices for

assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

Applicability: All Students (LLU Students in all schools/programs & Non-LLU Students)

Purpose: To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.

Scope: HI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only

be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

<i>List of Patient Identifiers</i>	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOWK 665 Advanced Social Work Practice with Groups
COURSE SCHEDULE**

WEEK ONE-March 27, 2007

LECTURE TOPICS:

- I. Advanced issues in clinical group work
- II. Clinical differentiation of treatment: individuals vs. group
- III. Inpatient group psychotherapy
 - A. Dynamics of the group
 - B. Establishing safety
 - C. Goals and facilitation
- IV. Outpatient group psychotherapy
 - A. Dynamics of the group
 - B. Establishing norms
 - C. Goals and facilitation

READINGS/ASSIGNMENTS (*REQUIRED*):

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

Chapter 1 The Therapeutic Factors, pp. 1-18

Chapter 2 Interpersonal learning, pp. 19-52.

Pollio, D. (2002). The evidenced-based group worker. *Social Work with Groups*, 25 (4), 57-71.

Available online through Del Webb Library catalog (Access electronic version via Haworth Press)

WEEK TWO-April 3, 2007

LECTURE TOPICS:

- I. Group Psychotherapy
 - A. Therapeutic Factors
 - B. The importance of relationship and process in group treatment
- II. The Advanced Group
 - A. Dealing with Boundaries, Conflict, and Self-Disclosure
 - B. Problem Group Members
- III. Group skills Lab

READINGS/ASSIGNMENTS (*REQUIRED*):

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

Chapter 6 The therapist: Working in the here-and-now, pp. 141-200.

Chapter 12 The Advanced Group, pp. 345-390

WEEK THREE-April 10, 2007

LECTURE TOPICS:

- I. Clinical population: children ages (6 – 12)
 - A. Assessment
 1. Children's readiness for group work
 2. Ecological factors impacting on children
 - B. Use of theory and advanced methods of group work with children
- II. Clinical Settings
 - A. Inpatient
 - B. Outpatient
- III. Group skills lab

READINGS/ASSIGNMENTS (REQUIRED):

Amatruda, M. (2006). Conflict resolution and social skills development with children. *Journal of Group Psychotherapy, Psychodrama & Sociometry*, Winter, 58 (4), 168-181.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Delaney, K. (2006). Top 10 Milieu Interventions for inpatient child/adolescent treatment. *Journal of Child and Adolescent Psychiatric Nursing*, 19 (4), 203-214.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Reeve, J. (2006). Group psychotherapy with children on an inpatient unit: The mega group model. *Journal of Child and Adolescent Psychiatric Nursing*, 19 (1), 3-12.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

WEEK FOUR-April 17, 2007

LECTURE TOPICS:

- I. Clinical population: adolescents (13 – 18)
 - A. Assessment
 1. Readiness for group
 2. Ecological factors impacting on adolescents
 - B. Use of theory and advanced methods of intervention
- II. Clinical settings
 - A. Inpatient
 - B. Outpatient
- III. Group skills lab

Quiz #1

READINGS/ASSIGNMENTS (REQUIRED):

- Birmaher, B., Brent, D., Kolko, D., Baugher, M., Bridge, J., Holder, D., Iyengar, S., & Ulloa, E. (2000). Clinical outcome after short-term psychotherapy for adolescents with major depressive disorder. *Journal of Arch General Psychiatry*, 57, 29-36
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)
- Cummings, A.L., Hoffman, S., & Leschied, A.W. (2004). A Psychoeducational Group for Aggressive Adolescent Girls. *Journal for Specialists in Groups Work*, 29 (3), 285-299.
Available online through Del Webb Library catalog (Access electronic version via Extenza)
- Garrick, D. & Ewashen, C. (2001). An integrated model for adolescent inpatient group therapy. *Journal of Psychiatric and Mental Health Nursing*, 8, 165-171.
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)
- Johnson, C., Reister, A., Corbett, C., Buehler, A., Huffaker, L., Levich, K. & Pena, E. (1998). Group activities for children and adolescents: An activity group therapy approach. *Journal of Child and Adolescent Group Therapy*, 8 (2), 1998.
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)
- Letendre, J. (1999). A group empowerment model with alienated, middle class eighth grade boys. *Journal of Child and Adolescent Group Therapy*, 9 (3), 113-127.
Available online through: <http://webbline.illu.edu> - (Springerlink)

WEEK FIVE-April 24, 2007

LECTURE TOPICS:

- I. Clinical population: Adults
 - A. Long term major psychiatric illnesses
 - B. Use of theory and advanced methods of intervention
- II. Clinical settings
 - A. Inpatient
 - B. Outpatient
- III. Group skills lab

READINGS/ASSIGNMENTS (REQUIRED):

- Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.
Chapter 15 Specialized Therapy Groups, pp. 475-524
- Asen, E. & Schuff, H. (2006). Psychosis and multiple family group therapy. *Journal of Family Therapy*, 28, 58-72.
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

WEEK SIX-May 1, 2007

LECTURE TOPICS:

- I. Groups for specific populations: Substance Abuse and Co-occurring Disorders
 - A. Problem identification and assessment

- B. Treatment
 - 1. Selection and use of theory
 - 2. Methods and Techniques for group

II. Group skills Lab

Quiz #2

READINGS/ASSIGNMENTS (*REQUIRED*):

Grief, B.L. (1996). Ten common errors beginning substance abuse workers make in group treatment. *Journal of psychoactive drugs*, 28 (3), 297-299.

Will be posted on blackboard shortly

Hellerstein, D., Rosenthal, R., & Miner, C. (2001). Integrating services for schizophrenia and substance abuse. *Psychiatric Quarterly*, 72 (4), 291-306.

Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Moos, R., Finney, J., & Moos, B. (2000). Inpatient substance abuse care and the outcome of subsequent community residential and outpatient care. *Addiction*, 95 (6), 833-846.

Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

WEEK SEVEN-May 8, 2007

LECTURE TOPICS:

- I. Groups for specific populations: LGBT
 - A. Special considerations in group work
 - B. Methods and Techniques
 - 1. Selection and use of theory
 - 2. Selected interventions

II. Group skills Lab

READINGS/ASSIGNMENTS (*REQUIRED*):

Burman, E. (2002). Gender sexuality and power in groups. *The Group-Analytic Society*, 35 (4), 540-559.

Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Eubanks, C., Burckell, L., & Goldfried, M. (2005). Enhancing therapeutic effectiveness with lesbian, gay, and bisexual clients. *Clinical Psychology: Science and Practice*, 12 (1), 1-18.

Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Lee, M., Cohen, L., Hadley, S., & Goodwin, F. (1999). Cognitive-Behavioral group therapy with medication for depressed gay men with AIDS or symptomatic HIV infection. *Psychiatric Services*, 50 (7), 948-952.

Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

WEEK EIGHT-May 15, 2007

LECTURE TOPICS:

- I. Groups for specific populations: Domestic Violence
 - A. Problem identification and assessment
 - 1. Selection and use of theory
 - 2. Victim Groups
 - 3. Offender Groups
 - B. Methods and Techniques
 - 1. Demonstration on use of Psychodrama
 - 2. Cognitive and Behavioral interventions
- II. Group skills Lab

Quiz #3

READINGS/ASSIGNMENTS (REQUIRED):

Linton, J.M., Bischof, G.H., & McDonnell, K.A. (2005). Solution-oriented treatment groups for assaultive behavior. *Journal for Specialists in Groups Work*, 30 (1), 5-21.

Available online through Del Webb Library catalog (Access electronic version via Extenza)

Pandya, V., & Gingerich, W.J. (2002). Group therapy intervention for male batterers. *Health & Social Work*, 27 (1), 47-56.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

Schlee, K., Heyman, R., O'Leary, K. (1998). Group treatment for spouse abuse: Are women with PTSD appropriate participants? *Journal of Family Violence*, 13 (1), 1-20.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

WEEK NINE-May 22, 2006

LECTURE TOPICS:

- I. Psychodrama
 - A. Introduction
 - B. Key Concepts
 - C. Stages of the Psychodrama Process
- II. Application: Therapeutic Techniques and Procedures
- III. Group skills Lab

READINGS/ASSIGNMENTS (REQUIRED):

Corey, G. (2004). *Theory & Practice of Group Counseling (6th Edition)*. Brooks/Cole.
Chapter 8 Psychodrama, pp. 204-237

Dayton, T. (2005). The use of psychodrama in dealing with grief and addiction-related loss and trauma. *Journal of Group Psychotherapy, Psychodrama, & Sociometry*, 58 (1), 15-34.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

WEEK TEN-May 29, 2007

LECTURE TOPICS:

I. Groups for specific populations: Dealing with Grief, Loss, and Bereavement

- A. Medical Settings
- B. Hospice
- C. Caretakers

II. Group skills Lab

Paper Due!!!!

READINGS/ASSIGNMENTS (*REQUIRED*):

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.
Chapter 15 Specialized Therapy Groups, pp. 506-511

Ebenstein, H. (2006). Caregiver support groups: Finding common ground. *Social Work with Groups*, 29 (2/3), 243-258.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Piper, W., McCallum, M., Joyce, A., Rosie, J., & Ogradniczuk, J. (2001). Patient personality and time-limited group psychotherapy for complicated grief. *International Journal of Group Psychotherapy*, 51 (4), 525-552

Scogin, F., Welsh, D., Hanson, A., Stump, J., & Coates, A. (2005). Evidence-based psychotherapies for Depression in older adults. *Clinical Psychology: Science and Practice*, 12 (3), 222-237.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

WEEK ELEVEN-June 5, 2007

LECTURE TOPICS:

I. Course Evaluations

Quiz #4

SOWK 665 Advanced Social Work Practice with Groups
REFERENCE LIST AND SUGGESTED READINGS

- Barouh, G. (1992). Support groups: *The human face of the HIV/AIDS epidemic*. Huntington Station, New York: Long Island Association for AIDS Care.
- Dub, F.S. (1997). The pivotal group member: A study of treatment-destructive resistance in group therapy. *International Journal of Group Psychotherapy*, 47 (3), 333-353.
- Ephross, R.H. & Vassil, T.V. (1993). The rediscovery of real world groups. *Social Work with Groups*, 16 (1-2), 15-25.
- Fatout, M. (1992). *Models for change in social group work*. New York: Walter de Gruyter.
- Galinsky, M. & Schopler, J. (1994). Negative experiences in support groups. *Social Work in Health Care*, 20 (1), 71-95.
- Hayes, R. & Gantt, A. (1992). Patient psychoeducation: The therapeutic use of knowledge for the mentally ill. *Social Work in Health Care*, 17 (1), 53-67.
- Keyton, J. (1993). Group Termination: Completing the study of group development. *Small Group Research*, 24 (1), 84-100.
- Lewis, S. & Maccarone, L. (1997). A first grade classroom group: Developing the reflective process. *Journal of Child and Adolescent Group Therapy*, 7 (4), 161-179.
- Malekoff, A. (1997). *Group work with adolescents*. New York: Guilford.
- Meezan, W. & O'Keefe, M. (1998). Multifamily group therapy: Impact on family functioning and child behavior. *Families in Society*, 79 (1), 32-44.
- Ramey, J.H. (1993). Group empowerment through learning formal decision making processes. *Social Work with Groups*, 16 (1-2), 171-185.
- Ramsey, P. (1992). Characteristics processes, and effectiveness of community support groups. *Family & Community Health*, 15 (3), 38-48.
- Schwartzben, S. (1992). Social work with multi-family groups: A partnership model for long term care settings. *Social Work in Health Care*, 18 (1), 23-38.
- Stoiber, K.C., Kratochurill, T.R. (Eds.). (1998). *Handbook of group interventions for children and families*. Boston, MA: Allyn & Bacon.
- Tutty, L., Bidgood, B., & Rothery, M. (1993). Support groups for battered women. *Journal of Family Violence*, 8 (4), 325-343.
- Wickham, E. (1993). *Group treatment in social work*. Lewiston: Thompson Educational Publishing.
- Wood, G. & Middleman, R. (1992). Groups to empower battered women. *Affilia*, 7 (4), 82-95.
- Zastrow, C. (1993). *Social work with groups* (3rd.). Chicago, IL: Nelson-Hall.