

**SOWK 694**

**GROUP PSYCHOTHERAPY IN MENTAL HEALTH SETTINGS**

**FALL 2007**

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**I. 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 are explored. There will be an emphasis on using these skills in mental health settings that serve urban, multicultural clients with a wide variety of problems.

**II. COURSE OBJECTIVES**

Upon completion of this course the student should:

1. Understand the utility and application of group services in mental health settings.
2. Develop increased knowledge in 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. Develop increased knowledge of different approaches to social work treatment with groups in inpatient and outpatient settings.
4. Understand methods of modifying group services to reflect and enhance the level of functioning of client services in mental health settings.
5. Understand the influence of race, ethnicity, gender, sexual orientation, poverty, and oppression, on the impact of group dynamics.

### **III. COURSE FORMAT**

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 an experiential group. 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.

### **IV. COURSE EVALUATION AND GRADING**

Within the 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 that 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 that 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 assignment, 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.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

If a percentage scale is used:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

(NOTE: Please refer to the *Student Handbook* and the *University Catalogue* for additional discussion of grades and grading procedures.)

### **Assignments**

There will be a mid-term and a final assignment required for the course, each worth 45% of the grade. Class participation will comprise the remaining 10%. The first assignment will consist of an analysis of a group with which the student is working, incorporating the material presented in class. The final assignment will be a group project. Detailed handouts describing the assignments and expectations will be distributed in class in plenty of time to complete the assignment.

### **V. ATTENDANCE POLICY**

Students are expected to attend all classes and to be on time. **Students with more than two unexcused absences may receive a no credit grade.** A student who is tardy three or more times to class may receive a grade of no credit. 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. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes 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

University of Southern California policy permits students to be excused from class, without penalty, 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.

### **VI. COURSE EXPECTATIONS AND GUIDELINES**

Students are expected to attend all classes. Students with more than two unexcused absences may risk failure. Please see explanation above.

## **VII. REQUIRED TEXTBOOK**

Yalom, I. with Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5<sup>th</sup> edition). New York: Basic Books.

Recommended Text:

Rose SD (1998). *Group Therapy with Troubled Youth: A Cognitive-Behavioral Interactive Approach*. Thousand Oaks, CA: Sage Publications, Inc.

The books are on reserve, designated as ®. The articles are either full text online, designated with an asterisk \* or are on Ares where you can access them electronically. Reserve books can be picked up at Leavey Library.

## **VIII. ACADEMIC ACCOMMODATIONS**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## IX. COURSE OUTLINE

### *Introduction and General Comments*

#### **Week 1:**

Review of group principles applied to mental health settings  
Theoretical approaches to group therapy  
The therapeutic factors operating in group treatments

#### **Required Reading:**

Yalom, I. (1995) *The Theory and Practice of Group Psychotherapy*.

Chapter 1: The therapeutic factors in group therapy

Chapter 2: Interpersonal Learning

Chapter 4: The therapeutic factors: An integration

Chapter 11: In the beginning

Scheidlinger S. (2004). Group psychotherapy and related helping groups today: an overview. *American Journal of Psychotherapy*. 58(3). 265-280\*

Ettn, M. (2000). From identified patient to identifiable group: the alchemy of the group as a whole. *International Journal of Group Psychotherapy*. 50(2). 137.\*

#### **Recommended Reading:**

Livingston, M. (2006). New applications of self psychology to group psychotherapy: introduction. *International Journal of Group Psychotherapy*. 56(1). 1-5

### *Establishing an Outpatient Psychotherapy Group The Beginning Phase: Weeks 2 and 3*

#### **Week 2:**

The Planning Phase (video)

- a. Establishing group purpose and goals
- b. Establishing group theoretical approach
- c. Establishing group parameters

#### **Required Reading:**

Burlingame, G. and Krogel, J. (2005). Relative efficacy of individual versus group psychotherapy. *International Journal of Group Psychotherapy*. 55(4). 605.\*

Glass, T. A. (1998). Ethical issues in group therapy. In R. M. Anderson, T. L. Needles (Eds.). *Avoiding Ethical Misconduct in Psychology Specialty Areas*. Springfield, IL: Charles C. Thomas. 95-126. (Ares)

Ormont, L. (2001). Meeting maturational needs in the group setting. *International Journal of Group Psychotherapy*. 51(3). 343-359.\*

### **Week 3:**

Starting off right: (video)

- a. Group cohesiveness
- b. Selection of group members
- c. Establishment of group identity

### **Required Reading:**

Yalom, I. (1995) *The Theory and Practice of Group Psychotherapy*.

Chapter 3: Group cohesiveness

Chapter 8: Selection of patients

Chapter 9: Composition of the group

Chapter 10: Creation of the group: time, place, size, etc.

Organista, K. (2000). Latinos. In *Cognitive-Behavioral Group Therapy*. White, J. and Freeman. (Eds.) A. Washington, D.C: American Psychological Association. 281-303. (Ares)

Leichensening, F; Hiller, W, Weissberg, M. and Leibing, E. (2006). Cognitive-behavioral therapy and psychodynamic psychotherapy: techniques, efficacy, and indications. *American Journal of Psychotherapy*. 60(3). 233\*

### **Recommended Reading:**

Perrone, K. and Sedlacek, W. (2000). A comparison of group cohesiveness and client satisfaction in homogeneous and heterogeneous groups. *Jl. for Specialists in Group Work*, 25(3), 243-251. (Ares)

### ***The Middle Phase of an Outpatient Therapy Group: Weeks 4 through 6***

### **Week 4 and 5:**

Middle Phase (videos)

- a. Therapist characteristics
- b. Use of the here-and-now
- c. Balance of process and content
- d. Use of transference phenomena

***Guest speaker: Gretchen Kuback, Psy.D.  
Bereavement and suicide survivors groups***

### **Required Reading:**

Yalom, I. (1995) *The Theory and Practice of Group Psychotherapy*.

Chapter 5: The therapist: basic tasks

Chapter 6: The therapist: working in the here-and-now

Chapter 7: The therapist: transference and transparency

Crespo, M. (2006). Effects of culturally specific dynamically oriented group art therapy with immigrant Latinas. *California Institute of Integral Studies*. Doctoral Dissertation AAT 3218519.\*

Wright, F. (2000). The use of self in group leadership: a relational perspective. *International Journal of Group Psychotherapy*. 50(2). 181-198.\*

**Recommended Reading:**

Marmarosh, C; Franz, V; Koloi, M; and Majors, R. (2006). Therapists' group attachments and their expectations of patients' attitudes about group therapy. *International Journal of Group Psychotherapy*. 56(3). 325.\*

**Week 6:**

Issues of diversity in group therapy (video)

**Required Reading:**

Coatsworth, JD; Duncan, L; Pantin, H. and Szapocznik, J. (2006). Differential predictors of African American and Hispanic parent retention in a family-focused preventive intervention. *Family Relations*. 55(2). 240.\*

Abernathy, A. D. (1998). Working with racial themes in group-psychotherapy. *Group*, 22(1), 1-13.\*

Fenster, A. & Fenster, J. (1998). Diagnosing deficits in "basic trust" in multiracial and multicultural groups: individual or social psychopathology? *Group*, 22(2). 81-93.\*

Matsukawa, L. (2001). Group therapy with multiethnic minorities. In *Culture and Psychotherapy: a guide to clinical practice*. Tseng, W. and Streltzer, J. (Eds.) 243-261. (Ares)

**Recommended Reading:**

Chen, C. (1995). Group counseling in a different cultural context: several primary issues in dealing with Chinese clients. *Group*, 19(1), 45-55.

Guillermo, B. (2006). Intervention development and cultural adaptation research with diverse families. *Family Process*. 45(2). 143.\*

Kauffman, E; Dore, M; Nelson-Zlupko, L. (1995). The role of women's therapy groups in the treatment of chemical dependency, *American Journal of Orthopsychiatry*. 65(3). 355-363.

Satterly, B. (2006). Therapist self-disclosure from a gay male perspective. *Families in Society*. April-Jun. 87(2). 240.

Sternbach, J. (2001). Men connecting and changing – stages of relational growth in men's groups. *Social Work with Group*, 23(4), 59-69.\*

Torres-Rivera, E; Wilbur, M; Roberts-Wilber, J; and Phan, Loan. (1999). Group work with Latino clients.: a psycho-educational model. *Jl. For Specialists in Group Work*, 24(4), 383-404.

Williams, C; Frame, M; and Green, E. (1999). Counseling groups for African American women: a focus on spirituality. *Jl. For Specialists in Group Work*, 24(3), 260-273.

## **Week 7:**

### Issues in the Middle and Termination Phases

- a. Using resistance for growth
- b. Managing conflict, sub-grouping, and hidden agendas
- c. Working with difficult clients in group
- e. Termination issues in groups
- f. Evaluation of group therapy

### **Required Reading:**

Yalom, I. (1995) *The Theory and Practice of Group Psychotherapy*.

Chapter 12: The advanced group

Chapter 13: Problem patients

Chapter 14: Technique of the therapist

Ceballo, R; Ramirez, C; Maltese, K. and Bautista, E. (2006). A bilingual “neighborhood club:” intervening with children exposed to urban violence. *American Journal of Community Psychology*. 37(3-4). 167\*

Gagerman, J. (2004). The search for fuller mutuality and self experiences in a women’s psychotherapy group. *Clinical Social Work Journal*. 32(3). 285.\*

Ogrodnickzuk, J; Piper, W; and Joyce, A. (2006). Treatment compliance among patients with personality disorders receiving group psychotherapy: what are the roles of interpersonal distress and cohesion? *Psychiatry*. 69(3). 249.\*

### **Recommended Reading:**

Belanoff, J; Sund, B; Koopman, C; Blasey, C. et. Al. (2005). A randomized trial of the efficacy of group therapy in changing viral load and CD4 counts in individuals living with HIV infection. *International Journal of Psychiatry in Medicine*. 35(4). 349.\*

Billow, R. (2006). The three R’s of group: resistance, rebellion, and refusal. *International Journal of Group Psychotherapy*. 56(3). 259.

Cheng, W.D.; Chae, M; and Gunn, R. (1998). Splitting and projective identification in multicultural group counseling. *Jl. For Specialists in Group Work*, 23(4). 372-387.

Cohen, B. and Schermer, V. (2002). On scapegoating in therapy groups: a social constructivist and inter-subjective outlook. *International Journal of Group Psychotherapy*,. 52(1), 89-109.

Firestein, B. (1999). New perspectives on group treatment with women of diverse sexual identities. *Jl. For Specialists in Group Work*, 24(3). 306-315. (online).

Knight, C. (2006). Groups for individuals with traumatic histories: practice considerations for social workers. *Social Work*. 51(1). 20.\*

Nevonen, L. and Broberg, A. (2006). A comparison of sequenced individual and group psychotherapy for patients with bulimia nervosa. *International Journal of Eating Disorders*. 39(1). 117.\*

Silverstein, J. (1993). Secrets versus privacy in group psychotherapy. *Group*, 17(2), 107-114.

Tschuschke, V. and Dies, R. (1997). The contribution of feedback to outcome in long-term group psychotherapy. *Group*, 21(1). 3-15.

Whatule, L. (2000). Communication as an aid to re-socialization: a case study of a men's anger group. *Small Group Research*. 31(4). 424-445.

### ***Inpatient Psychotherapy Groups: Weeks 8 and 9***

#### **Weeks 8 and 9:**

- a. Differences between in-patient and out-patient groups
- b. Single session groups
- c. The agenda go-round
- d. Nature of different level groups

Yalom In-Patient videos

#### **Required Reading:**

Yalom, I. Chapter 15: Specialized Therapy Groups (Please read especially sections on In-Patient Therapy Groups, P. 481, Self-Help and Internet support groups, P. 581)

Kibel, H. (2003). Interpretive work in milieu groups. *International Journal of Group psychotherapy*, 53(3), 303-329.\*

### ***MID-TERM PAPERS DUE: Week 9/October 25<sup>th</sup>***

#### **Psycho-education and other Outpatient Groups for SPMI Populations**

##### ***Group 1: Presentation***

#### **Week 10:**

#### **Required Reading:**

Kanas, N. (2006). Long-term psychodynamic group therapy for patients with personality disorders. *International Journal of Group Psychotherapy*. 56(2). 245.\*

McCracken, L. and Black, M. (2005). Psychiatric treatment of the homeless in a group-based therapeutic community: a preliminary field investigation. *International Journal of Group Psychotherapy*. 55(4). 595.\*

McDonnell, M; Short, R; Hazel, N; Berry, C. and Dyck, D. (2006). Multiple-family group treatment of outpatients with schizophrenia: impact on service utilization. *Family Process*. 45(3). 359.\*

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

Recommended Reading:

Ahmed, M. & Goldman, J. A. (1994). Cognitive rehabilitation of adults with severe and persistent mental illness: A group model. *Community Mental Health Journal*. 30. 385-394.

Albert, J. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. *Social Work with Groups*. 1 (1/2). 105-121.

Kanas, N. & Cox, P. (1998). Process and content in a therapy group for bipolar outpatients. *Group*. 22 39-44.

Lynn, M. & Nisivoccia, D. (1995). Activity-oriented group work with the mentally ill: Enhancing socialization. *Social Work with Groups*. 18. 95-106.

Marder SR, Wirshing WC, Mintz, J, McKenzie J.(1996). Two-year outcome of social skills training and group psychotherapy for outpatients with schizophrenia. *American Journal of Psychiatry*. 153(12). Dec 1996. 1585-1592

Miller, Rachel; Mason, Susan E (2001). Using group therapy to enhance treatment compliance in first episode schizophrenia. *Social Work with Groups*. 24(1). pp. 37-51.

Nightingale, L. C. & McQueeney, D. A. (1996). Group therapy for schizophrenia: Combining and expanding the psycho-educational model with supportive psychotherapy. *International Journal of Group Psychotherapy*, 46, 517-533.

Walsh, J., & Hewitt, H. (1996). Facilitating an effective process in treatment groups with persons having serious mental illness. *Social Work with Groups*. 19. 5-18.

**Cognitive Behavioral Group Psychotherapy**  
**Group 2: Presentation**

**Week 11:**

**Required Reading:**

Yalom, I.: Adaptation of CBT and IPT to Group Therapy in chapter 15. 512-517

Rose S.D. (1998). *Group Therapy with Troubled Youth: A Cognitive-Behavioral Interactive Approach* ®

Chapter 4: Assessment in Groups: Interviewing and Observation Strategies

Chapter 6: Goal Setting and Intervention Planning

Chapter 8 Reinforcement and Stimulus Control in Groups

Chapter 9: The Modeling Sequence

Chapter 10: Cognitive and Relaxation Coping Strategies

Chapter 11: Extra group Tasks

Recommended Reading:

Armstrong, HA, Wilks C, Melville C. (2003). Clinical factors in group psychotherapy for parents of adolescents with disruptive behavior disorders. *International Journal of Adolescent Medicine & Health. Special Adolescents and their parents.* 15(1). Jan-Mar. 21-30.

**Groups for bereavement or people with particular medical conditions**

***Group 3: Presentation***

**Week 12:**

Recommended Reading:

Kanas, N. (2006). Group therapy for caregivers of patients with Alzheimer's disease. *International Journal of Group Psychotherapy.* 56(4). 505.

Ogrodniczuk, J; Piper, W; and Joyce, A. (2006). Treatment compliance in different types of group psychotherapy: exploring the effect of age. *Journal of Nervous and Mental Disease.* 194(4). 287.

**Week 13:NO CLASS November 22-Thanksgiving**

**Groups for children and adolescents**

***Group 4: Presentation***

**Week 14:**

**Required Reading:**

Marziali, E; Damianakis, T; Smith, D; and Trocme, N. (2006). Supportive group therapy for parents who chronically neglect their children. *Families in Society.*87(3). 401.\*

Harwood, I. (2006). Head start is too late: integrating and applying infant observation studies, and attachment, trauma, and neurobiological research to groups with pregnant and new mothers. *International Journal of Group Psychotherapy.* 56(1). 5.\*

McKay, M; Gonzales, J; Quintana, E; Kim, L; and Abdul-Adil, J. (1999). Multiple family groups: an alternative for reducing disruptive behavioral difficulties of urban children. *Research on Social Work Practice.* 9(5). 593-607.\*

Recommended Reading:

Diamond-Raab L and Orrell-Valente, JK. (2002) Art therapy, psychodrama, and verbal therapy: An integrative model of group therapy in the treatment of adolescents with anorexia nervosa and bulimia nervosa. *Child & Adolescent Psychiatric Clinics of North America.* 11(2). 343-364.\*

McDonnell MG; Dyck DG. (2004). Multiple-family group treatment as an effective intervention for children with psychological disorders. *Clinical Psychology Review.* 24(6). 685-706.

Muris P, Meesters, C, van Melick, M. (2002). Treatment of childhood anxiety disorders: A preliminary comparison between cognitive-behavioral group therapy and a psychological

placebo intervention. *Journal of Behavior Therapy & Experimental Psychiatry*. 33(3-4). Sep-Dec. 143-158.

Scapillato D; Manassis, K. (2002). Cognitive-behavioral/interpersonal group treatment for anxious adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*. 41(6). Jun. 739-741.

Sommers-Flanagan, R; Barrett-Hakanson, T; Clarke, C; and Sommers-Flannagan, J. (2000). A psycho-educational school-based coping and social skills group for depressed students. *Jl. For Specialists in Group Work*. 25. (2). 170-190.

van Manen TG, Prins, PJM, Emmelkamp, PMG. (2004) Reducing aggressive behavior in boys with a social cognitive group treatment: results of a randomized, controlled trial. *Journal of the American Academy of Child & Adolescent Psychiatry*. 43(12). 1478-1487.

Webb, NB (2003). Play and expressive therapies to help bereaved children: individual, family, and group treatment. *Smith College Studies in Social Work. Special End-of-Life Care*. 73(3). 405-422.

## **Substance Abuse and Recovery Groups**

### **Week 15:**

Wrap up and summary of class

Termination

### **Required Reading:**

Bauman, S. and Kopp, G. (2006). Integrating a humanistic approach in outpatient sex offender groups. *Journal for Specialists in Group Work*. 31(3). 247. (Ares)

Flores PJ. (2001). Addiction as an attachment disorder: Implications for group therapy. *International Journal of Group Psychotherapy*. 51(1). 63-81.\*

Greif GL. (1996). Ten common errors beginning substance abuse workers make in group treatment. *Journal of Psychoactive Drugs*. 28(3). Jul-Sep. 297-299. (Ares)

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

### **Recommended Reading:**

Liddle HA, Rowe CL, Dakof GA, Ungaro, RA; Henderson CE. (2004). Early intervention for adolescent substance abuse: pretreatment to post treatment outcomes of a randomized clinical trial comparing multidimensional family therapy and peer group treatment. *Journal of Psychoactive Drugs*. 36(1). Jan-Mar. 49-63.