
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 393R5 **Instructor:** David W. Springer,
Ph.D., LCSW, ACSW

Unique Number: 59900 **E-mail:**
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Semester: Fall 1998 **Phone:** 471-0512

Meeting Time: Tuesday **Office Room:** 3.122D
5:30 - 8:30pm

Meeting Place: SWB 2.122 **Office Hours:** Tuesday 4pm to 5pm
Wednesday 10am to 11am
Or by appointment

**THEORIES AND METHODS OF GROUP INTERVENTION
WITH CHILDREN, ADOLESCENTS, AND FAMILIES**

I. COURSE DESCRIPTION

The course will cover current group intervention approaches used with children, adolescents, and family systems in a variety of settings. It will examine cognitive-developmental, interactional, and socio-behavioral approaches; short and longer term groups; and the role of groups in social work intervention, with emphasis on vulnerable and diverse populations.

This is a required course for students in the Children and Family Services Concentration. It is a specialized group methods course which builds on the foundation Methods I & II courses. Graduate standing and/or successful completion of the foundation year of the Master's program in social work is the prerequisite to enroll in the course. Other students are admitted with consent of the professor.

II. COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Demonstrate the ability to integrate and apply knowledge of group dynamics, child and adolescent development, and family systems in selecting and using group approaches with children, adolescents, and families.

2. Demonstrate the ability to explore and resolve social work value and ethical dilemmas in

selecting and implementing group approaches with child, adolescent, and family systems.

3. Demonstrate the ability to adapt group methods to activities and programs provided for children, adolescents, and families of diverse gender, socioeconomic, cultural or ethnic backgrounds, sexual orientation, and ability with emphasis on vulnerable populations.
4. Demonstrate the ability to evaluate, select, and design group methods, activities and programs for children, adolescents, and families based upon their practice utility, potential, range of applicability and limitations.
5. Demonstrate an understanding of agency/organization policies, political climate, and their impact on provisions of group work to child, adolescent, and family systems.

III. TEACHING METHODS

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery of theoretically-grounded advanced practice skill competencies in the group work method, with emphasis on children, adolescents, and families. Learning activities will include readings, writings, discussions, lectures, speakers, presentations, and experiential exercises.

The professor will model group work principles and strategies. The class will be organized as a skill laboratory, utilizing the small group context and role play for development of group leadership skills. Group work role play sessions will be videotaped to facilitate the assessment of skill competencies applied differentially to vulnerable populations across the life cycle.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Texts

Gitterman, A., & Shulman, L. (Eds.). (1994). Mutual aid groups, vulnerable populations, and the life cycle (2nd ed.). New York: Columbia University Press.

Yalom, I. (1995). The theory and practice of group psychotherapy (4th ed.). New York: Basic Books.

Required Readings

A course packet of required readings is on reserve at the Learning Resource Center (LRC) of the School of Social Work. Course packet (Fagan/McRoy/Springer) is also available for purchase by enrolled students at Speedway Copy and Printing located in Dobie Mall, 2025 Guadalupe St., Phone # 478-3334.

Recommended Text

Malekoff, A. (1997). Group work with adolescents: Principles and practice. New York: The Guilford Press.

V. COURSE REQUIREMENTS

1. Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to

complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. In extenuating circumstances of absence, students are to notify the professor and at least one other group member.

2. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 5 points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date.
3. Students are expected to both learn and demonstrate knowledge of groupwork intervention theories and skills. This requires a search of the literature in a defined area (as part of the researched group role play) in order to develop specialized knowledge concerning the use of groupwork as treatment of a specific problem area for a specific population. In addition, students will demonstrate their level of applied knowledge of groupwork interventions and skills on a mid-term exam and in a critical reflection paper.
4. Student feedback is welcome. Students are also encouraged to provide feedback during office hours and by appointment if they desire.
5. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.
6. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.

Special Accommodations for Students with a Disability

In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, I will make myself available to discuss appropriate academic accommodations that you may require as a student with a disability. Before course accommodations will be made, students may be required to provide documentation to the Office of the Dean of Students, Services for Students with Disabilities. Please notify the professor of any special accommodations that you may need prior to the end of the first week of class.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the

University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

VI. COURSE ASSIGNMENTS

I. Class Contribution

Due to the format and content of this course, both attendance and contribution are imperative and are worth 10% of the final grade. Students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member. Grade will be determined by attendance and quality of contribution as demonstrated by student preparation level.

II. Exam (Objectives 1, 2)

A short essay mid-term exam based on the readings, lectures, speakers and discussions to date will be given in the course. The exam will be given as scheduled on the course outline and will be worth a total of 30% of the final grade. **MAKE-UP EXAMS WILL NOT BE GIVEN UNLESS THERE ARE UNUSUAL EXTENUATING CIRCUMSTANCES.**

III. Researched Group Role Plays (Objective 3)

Students will be assigned to small groups of no more than 9 members. Students will alternate in task and treatment leadership roles. Each group will role play 2 treatment sessions utilizing a specific theoretical framework. Each group will reflect adherence to social work values and ethics, and application to a specific (child, adolescent, adult, elderly or family group) context. The groups should target a population which is diverse, at-risk, or disadvantaged. The two sessions should demonstrate techniques appropriate to the group developmental stage and the developmental level of the treatment population. The two sessions will be weighted differently. Session I will be weighted at 10% of the total grade, and Session II will be weighted at 20% of the total grade. Evaluation components will include:

- Preparation
- Theoretical coherence
- Group developmental stages
- Intervention modeling
- Social work perspective
- Developmental level

IV. Individual Critical Reflection Paper (Objectives 1, 2, 4, 5)

Individual students will reflect on their own unique group learning experience in the small task and treatment group process. Students will examine what they learned about themselves as group members, group leaders, and future group leaders in both task and treatment contexts. Students are to respond to their own, peer, observer, consultant, and professor feedback provided through written, verbal, and videotaped mediums. This is an integrative written assignment (8 to 10 pages), worth 30% of the final grade, which is to give detailed and specific examples to document

student conclusions. For this reason, it is recommended that students journal their group experience as they progress throughout the semester. The professor's evaluative criteria for the project will include the following:

Personal reflection	Feedback documentation
Integration of self with group method strengths	Analysis of student
Action plan to address learning needs growth areas	Analysis of student

VII. COURSE GRADING CRITERIA

Student Performance Evaluation

<u>Course Requirement</u>	<u>% of grade</u>	<u>Grading Scale</u>
Class Contribution	10%	A= 100 - 90
Mid-term Exam	30%	B = 89 - 80
Researched Group Role Play I	10%	C = 79 - 70
Researched Group Role Play II	20%	D = 69 - 60
<u>Individual Critical Reflection Paper</u>	<u>30%</u>	F = 59 and below
TOTAL	100%	

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 4th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

Important Dates

- Oct. 13 Mid-term Examination
- Oct. 20 Session I Role Plays
- Nov. 17 Session II Role Plays
- Nov. 26 - 27 Thanksgiving Holidays
- Dec. 1 Individual Critical Reflection Papers Due
- Last Day of Class

VIII. COURSE OUTLINE

*Note: G & S = Gitterman & Shulman text.

Date

Topics, Readings and Assignments

September 1

Topics

Introductions, Class Overview and Review Syllabus
Introduction to Groupwork
The Therapeutic Factors

Readings (Required)

G & S – Ch. 1 – The Life Model, Mutual Aid, Oppression, and the
Mediating Function

Yalom – Preface (pp. xi-xvii)

Yalom – Ch. 1- The Therapeutic Factors

Readings (Recommended)

Malekoff – Ch. 3 – What’s so Special about Group Work?:

An

Introduction to Tradition and Theory

September 8

Topics

Interpersonal Learning and Group Cohesiveness
Integrating the Therapeutic Factors

Readings (Required)

Yalom – Ch. 2 – Interpersonal Learning

Yalom – Ch. 3 – Group Cohesiveness

Yalom – Ch. 4 – The Therapeutic Factors: An Integration

September 15

Topics

Race, Gender and Class
Tasks of the Groupworker

Readings (Required)

G & S – Ch. 2 – Group Work Method

Yalom – Ch. 5 – The Therapist: Basic Tasks

Yalom – Ch. 6 – The Therapist: Working in the Here-and-

Now

Bilides, D. G. (1991). Race, color, ethnicity, and class: Issues of
biculturalism in school-based adolescent counseling groups. Social Work
with Groups, 13(4), 43-58.

Davis, L. E., Galinsky, M. J., & Schopler, J. H. (1995). RAP: A
framework for leadership of multiracial groups. Social Work, 40(2),
155-165.

Davis, L. E., & Proctor, E. K. (1989). Gender and group treatment.
Race, gender, and class: Guidelines for practice with individuals,

families,

and groups (p. 221-250). Englewood Cliffs, NJ: Prentice Hall.

Jackson, M. S., & Springer, D. W. (1997). Social work practice with
African American juvenile gangs: Professional challenge. In C. A.
McNeece & A. R. Roberts (Eds.), Policy and practice in the justice
system (p. 231-248). Chicago, IL: Nelson-Hall.

Readings (Recommended)

Malekoff – Ch. 2 – Between Adolescent and Group Worker:

Uncertainty,

Fluidity, and Learning from the Inside Out
Malekoff – Ch. 10 – Prejudice Reduction, Intergroup
Relations, and Group
Identity: Spontaneous and Planned Interventions to
Address Diversity in
Group Work

September 22

Topics

Planning and Composing Groups

Tasks of the Groupworker

Readings (Required)

G & S – Ch. 3 – Developing a New Group Service: Strategies and Skills

Yalom – Ch. 7 – The Therapist: Transference and Transparency

Yalom – Ch. 8 – The Selection of Patients

Yalom – Ch. 9 – The Composition of Therapy Groups

Behroozi, C. S. (1992). A model for social work with involuntary

applicants in groups. Social Work with Groups, 15(2/3),

223-238.

Springer, D. W., Pomeroy, E. C., & Johnson, T. (1998). A group
intervention for children of incarcerated parents:

Problems, pitfalls and

solutions. Submitted to special edition (*Groupwork*

Mistakes: A Source

of Learning) of Groupwork.

Readings (Recommended)

Malekoff – Ch. 4 – Planning in Group Work: Where We

Begin

September 29

Topics

Stages of Group Development

Beginning Groups

Social Group Work Values and Ethics

Readings (Required)

G & S – Ch. 9 – No One is Alone: Groups During the AIDS

Pandemic

Yalom – Ch. 10–Creation of the Group: Place, Time, Size
and Preparation

Yalom – Ch. 11 – In the Beginning

Dolgoft, R., & Skolnik, L. (1992). Ethical decision making,
the NASW

Code of Ethics and group work practice: Beginning

explorations.

Social Work with Groups, 15(4), 99-112.

Seebaldt, D. A. (1988). Ethical dilemmas in social work

practice with

(Eds.), Roots and

York: The

groups. In M. Leiderman, J. L. Birnbaum, & B. Dazzo

new frontiers in social group work (p. 191-202). New

Haworth Press.

Readings (Recommended)

Malekoff – Ch. 5 – Good Beginnings in Group Work: Socializing
Adolescents into the Group Culture

October 6

Topics

The Advanced Group

Dealing with Difficult Patients

Readings (Required)

G & S – Ch. 6 – In Double Jeopardy: Preadolescents in the Inner City

Yalom – Ch. 12 – The Advanced Group

Yalom – Ch. 13 – Problem Patients

Readings (Recommended)

Malekoff – Ch. 7 – The Use of Problem Solving in Group Work:
Promoting Reflection, Critical Thinking, and Mutual Aid

Malekoff – Ch. 8 – The Use of “Program” in Group Work: Cultivating
a Sense of Competence, Belonging, and Creativity

Malekoff – Ch. 14 – Loneliness, Social Isolation, Scapegoating, and Group
Work: the Adolescent’s Struggle to Fit In

October 13

Topics

MID-TERM EXAMINATION

October 20

Topics

Interactional and Psychodynamic Approaches

Cognitive-Behavioral Approaches

SESSION I GROUP ROLE PLAYS

Readings (Required)

Donigian, J., & Malnati, R. (1987). Client-centered
therapy. In Critical
incidents in group therapy (p. 9-22). Pacific Grove, CA:
Brooks/Cole.

Donigian, J., & Malnati, R. (1987). Gestalt therapy. In
Critical incidents
in group therapy (p. 23-30). Pacific Grove, CA:
Brooks/Cole.

Donigian, J., & Malnati, R. (1987). Rational-emotive
therapy. In Critical
incidents in group therapy (p. 41-53). Pacific Grove,
CA: Brooks/Cole.

Donigian, J., & Malnati, R. (1987). Reality therapy. In Critical incidents in group therapy (p. 55-62). Pacific Grove, CA:

Brooks/Cole.

October 27

Topics

Group Work with Children and Adolescents

Readings (Required)

G & S – Ch. 4 – The Lost and Found Group: Group Work with Bereaved Children

G & S – Ch. 7 – “Listen to Us!” Young Adolescents in Urban Schools

G & S – Ch. 8 – Sharing the Hurt: Adolescents in a Residential Setting

Fatout, M. F. (1995). Using limits and structures for empowerment of children in groups. Social Work with Groups, 17(4), 55-69.

Malekoff, A. (1994). A guideline for group work with adolescents. Social Work with Groups, 17(1/2), 5-19.

Rose, S. D., & Roessle, A. (1980). Social skills training in a group for fourth-and-fifth-grade boys. In S. R. Rose (Ed.), A casebook in group therapy: A behavioral-cognitive approach (p. 169-185). Englewood Cliffs, NJ: Prentice Hall.

Readings (Recommended)

G & S – Ch. 5 – Feelings of Shame: Siblings of Handicapped Children

Malekoff – Ch. 1 – Adolescent Development, Risk, and Opportunity

Malekoff – Ch. 12 – Adolescent Sexuality and Group Work

November 3

Topics

Group Work with Adults

Group Work with Families

Readings (Required)

G & S – Ch. 12 – Speaking the Unspoken: Parents of Sexually Victimized Children

G & S – Ch. 13 – Confronting Responsibility: Men Who Batter Their Wives

G & S – Ch. 17 – Coping with a Nightmare: Hispanic Parents of Children with Cancer

G & S – Ch. 18 – Healing the Hurts: Single Parents

Cassano, D. R. (1989). Multi-family group therapy in social work practice. Social Work with Groups, 12(1), 3-14.

McKay, M. M., Gonzales, J. J., Stone, S., Ryland, D., & Kohner, K. (1995). Multiple family therapy groups: A responsive intervention model for inner city families. Social Work with Groups, 18(4), 41-56.

Readings (Recommended)

G & S – Ch. 10 – Talking Like “Real People”: The “Straight

Ahead”

Prison Group

G & S – Ch. 11 – Sharing the Secrets: Women’s Groups for Sexual Abuse Survivors

G & S – Ch. 14 – Agents of Change: A Group of Women in a Shelter

G & S – Ch. 15 – No Place to Go: Homeless Women

G & S – Ch. 16 – Getting Connected: Institutionalized Schizophrenic Women

Malekoff – Ch. 6 – What’s Going On in There?” Alliance Formation with Parents Whose Adolescent Children Join Groups

November 10

Topics

Group Work with the Elderly

Group Work with Families and Specialized Formats

Readings (Required)

G & S – Ch. 19 – Dealing with the Death of a Group Member: Visually Impaired Elderly

G & S – Ch. 20 – The Fight Against Hopelessness and Despair: Institutionalized Aged

Yalom – Ch. 14 – The Therapist: Specialized Formats and Procedural Aids

Yalom – Ch. 15 – The Specialized Therapy Group

McCallion, P., & Toseland, R. W. (1995). Supportive group

interventions

with caregivers of frail older adults. Social Work with Groups, 18(1), 11-25.

Toseland, R. W. (1990). Working with older adults in groups. In R. W. Toseland, Group work with older adults (p. 3-21). New York: New York University Press.

November 17

Topics

SESSION II GROUP ROLE PLAYS

November 24

Topics

Social Justice: Policy Implications

Social Group Work Research and Evaluation

Readings (Required)

G & S – Ch. 21 – The Concept of Mutual Aid

Yalom – Ch. 16 – Group Therapy and the Encounter Group

Anderson, J. D. (1987). Integrating research and practice in social work with groups. Social Work with Groups, 9(3), 111-124.

Breton, M. (1992). Liberation theology, group work, and the right of the poor and oppressed to participate in the life of the community. Social

Work with Groups, 15(2/3), 257-269.

Sullivan, N. (1995). Who owns the group? The role of worker control in the development of a group: A qualitative research study of practice.

Social Work with Groups, 18(2/3), 15-32.

Readings (Recommended)

Malekoff – Ch. 11 – Violence and Youth: Dimensions and Interventions in Group Work

Malekoff – Ch. 13 – Group Work as a Counterforce to Alcohol and Other Drug Abuse

December 1

Topics

Termination

Course Evaluation

INDIVIDUAL CRITICAL REFLECTION PAPERS DUE

Readings (Required)

Yalom – Ch. 17 – Training the Group Therapist

Readings (Recommended)

Malekoff – Ch. 9 – Leavetaking, Moving On, and Looking Back: The Ending Transition in Group Work

BIBLIOGRAPHY

The following list of supplemental readings is **required**. Copies are on reserve in the Learning Resource Center (LRC) and available for purchase at Speedway Copy and Printing in Dobie Mall.

Anderson, J. D. (1987). Integrating research and practice in social work with groups. Social Work with Groups, 9(3), 111-124.

Behroozi, C. S. (1992). A model for social work with involuntary applicants in groups. Social Work with Groups, 15(2/3), 223-238.

Bilides, D. G. (1991). Race, color, ethnicity, and class: Issues of biculturalism in school-based adolescent counseling groups. Social Work with Groups, 13(4), 43-58.

Breton, M. (1992). Liberation theology, group work, and the right of the poor and oppressed to participate in the life of the community. Social Work with Groups, 15(2/3), 257-269.

Cassano, D. R. (1989). Multi-family group therapy in social work practice. Social Work with Groups, 12(1), 3-14.

Davis, L. E., Galinsky, M. J., & Schopler, J. H. (1995). RAP: A framework for leadership of multiracial groups. Social Work, 40(2), 155-165.

Davis, L. E., & Proctor, E. K. (1989). Gender and group treatment. Race, gender, and class: Guidelines for practice with individuals, families, and groups (p. 221-250). Englewood Cliffs, NJ: Prentice Hall.

Donigian, J., & Malnati, R. (1987). Critical incidents in group therapy (p. 9-62). Pacific Grove, CA: Brooks/Cole Publishing.

Dolgoff, R., & Skolnik, L. (1992). Ethical decision making, the NASW Code of Ethics and group work practice: Beginning explorations. Social Work with Groups, 15(4), 99-112.

Fatout, M. F. (1995). Using limits and structures for empowerment of children in groups. Social Work with Groups, 17(4), 55-69.

Jackson, M. S., & Springer, D. W. (1997). Social work practice with African American juvenile gangs: Professional challenge. In C. A. McNeece & A. R. Roberts (Eds.), Policy and practice in the justice system (p. 231-248). Chicago, IL: Nelson-Hall.

Malekoff, A. (1994). A guideline for group work with adolescents. Social Work with Groups, 17(1/2), 5-19.

McCallion, P., & Toseland, R. W. (1995). Supportive group interventions with

caregivers of frail older adults. Social Work with Groups, 18(1), 11-25.

McKay, M. M., Gonzales, J. J., Stone, S., Ryland, D., & Kohner, K. (1995). Multiple family therapy groups: A responsive intervention model for inner city families. Social Work with Groups, 18(4), 41-56.

Rose, S. D., & Roessle, A. (1980). Social skills training in a group for fourth-and-fifth-grade boys. In S. R. Rose (Ed.), A casebook in group therapy: A behavioral-cognitive approach (p. 169-185). Englewood Cliffs, NJ: Prentice Hall.

Seebaldt, D. A. (1988). Ethical dilemmas in social work practice with groups. In M. Leiderman, M. L. Birnbaum, & B. Dazzo (Eds.), Roots and New Frontiers in Social Group Work (p. 191-202). New York: The Haworth Press.

Springer, D. W., Pomeroy, E. C., & Johnson, T. (1998). A group intervention for children of incarcerated parents: Problems, pitfalls and solutions. Submitted to special edition *(Groupwork Mistakes: A Source of Learning) of Groupwork*.

Subramanian, K., Hernandez, S., & Martinez, A. (1995). Psychoeducational group work for low-income Latina mothers with HIV infection. Social Work with Groups, 18(2/3), 15-32.

Sullivan, N. (1995). Who owns the group? The role of worker control in the development of a group: A qualitative research study of practice. Social Work with Groups, 18(2/3), 15-32.

Toseland, R. W. (1990). Group work with family caregivers of the frail elderly. In R. W. Toseland, Group work with older adults (p. 182-198). New York: New York University Press.

Toseland, R. W. (1990). Working with older adults in groups. In R. W. Toseland, Group work with older adults (p. 3-21). New York: New York University Press.

ADDITIONAL RECOMMENDED READINGS

The following list of supplemental readings is **recommended**. Copies are on reserve in the Learning Resource Center (LRC).

Albert, J. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. Social Work with Groups, 17(1/2), 105-121.

Brandler, S., & Roman, C. P. (1991). Glossary of group games and exercises. In S. Brandler & C. P. Roman, Group work skills and strategies for effective interventions (p. 221-233). New York: The Haworth Press.

Ellis, A. (1992). Group rational-emotive and cognitive-behavioral therapy. International Journal of Group Psychotherapy, 42(1), 63-80.

- Fisher, M. S., Sr. (1995). Group therapy protocols for persons with personality disorders who abuse substances: Effective treatment alternatives. Social Work with Groups, 18(4), 71-89.
- Getzel G. S., & Mahony, K. F. (1993). Confronting human finitude: Group work with people with AIDS. Social Work with Groups, 16(1/2), 27-41.
- Glassman, U. (1991). The social work group and its distinct healing qualities in the health care setting. Health and Social Work, 16(3), 203-212.
- Hepler, J. B. (1991). Evaluating the clinical significance of a group approach for improving the social skills of children. Social Work with Groups, 14(2), 87-104.
- Kahn, S. R. (1994). Children's therapy groups: Case studies of prevention, reparation, and protection through children's play. Journal of Child and Adolescent Group Therapy, 4(1), 47-60.
- Leszcz, M. (1992). The interpersonal approach to group psychotherapy. International Journal of Group Psychotherapy, 42(1), 37-62.
- Lewis, E. (1992). Regaining promise: Feminist perspectives for social group work practice. Social Work with Groups, 15(2/3), 271-284.
- Lowy, L. (1992). Social group work with elders: Linkages and intergenerational relationships. Social Work with Groups, 15(2/3), 109-127.
- Mandell, D., & Birenzweig, E. (1990). Stepfamilies: A model for group work with remarried couples and their children. Journal of Divorce & Remarriage, 14(1), 29-41.
- Manley, R. S., & Needham, L. (1995). An anti-bulimia group for adolescent girls. Journal of Child and Adolescent Group Therapy, 5(1), 19-33.
- Milgram, D., & Rubin, J. S. (1992). Resisting resistance: Involuntary substance abuse group therapy. Social Work with Groups, 15(1), 95-110.
- Rothenberg, E. D. (1994). Bereavement intervention with vulnerable populations: A case report on group work with the developmentally disabled. Social Work with Groups, 17(3), 61-75.
- Rutan, J. S. (1992). Psychodynamic group psychotherapy. International Journal of Group Psychotherapy, 42(1), 19-35.
- Schopler, J. H., & Galinsky, M. J. (1995). Boundary spanning and group leadership functions: The third dimension. Social Work with Groups, 18(4), 3-17.
- Tutty, L. M., & Wagar, J. (1994). The evolution of a group for young children who have witnessed family violence. Social Work with Groups, 17(1/2), 89-104.