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

Course Number: SW 393R5 **Instructor:** D. Springer, PHD,
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Unique Number: 60045 **E-mail:**
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Semester: Fall 1999 **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
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. Using a systemic task-oriented framework, this course will focus on critical and comparative analysis of cognitive-developmental, interactional and socio-behavioral approaches; short- and longer-term groups in various settings; 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 Clinical Concentration. It is a specialized group methods course which builds on the foundation Methods I & II courses and Field Practicum I & II. 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, videos, 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 monitored 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 Text

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

Required Readings

A Course Packet (Springer) of required readings is available for purchase by enrolled students at Speedway Copy and Printing located in Dobie Mall, 2025 Guadalupe St., Phone # 478-3334.

Optional Texts

Donigan, J., & Hulse-Killacky, D. (1999). Critical incidents in group therapy (2nd ed.). Pacific Grove, CA: Brooks/Cole.

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. Students will be allowed **one (1) unexcused absence (freebie)**. Role will be taken each class period. In cases where a student misses more than the allotted one freebie, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one freebie. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences.
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 four (4) 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 two (2) essay exams and in a critical reflection/research paper.
4. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, 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.
7. Groupwork can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.

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 Attendance and Contribution

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your small group are dependent on you for a quality learning experience; if too many students are absent in any one small group, that group suffers. Thus, students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member. Attendance and quality of contribution as demonstrated by student preparation level will determine grades. Students will be allowed **one (1) unexcused absence (freebie)**. Role will be taken at the beginning of each class period (please don't leave during the break!). In cases where a student misses more than the allotted one freebie, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one freebie.

II. Exams (Objectives 1, 2)

Two (2) short essay exams based on the readings, lectures, speakers, videos and discussions will be given in the course. The second exam is **not** cumulative. The exams will be given as scheduled on the course outline. They will each consist of three questions, with each question worth 10 points, so that each exam will be worth 30% (for a total of 60%) of the final grade. MAKE-UP EXAMS WILL NOT BE GIVEN UNLESS THERE ARE UNUSUAL EXTENUATING CIRCUMSTANCES.

III. Researched Group Role Play (Objectives 3 & 4)

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 1 treatment session in front of class utilizing a specific theoretical framework(s). 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 session should demonstrate techniques appropriate to the “middle” group developmental stage and the developmental level of the treatment population. The role play will be worth 10% of the total course grade. Evaluation components will include:

- Evidence of preparation
- Theoretical coherence demonstrated
- Group developmental stage (“middle”) represented appropriately
- Intervention modeling associated with “middle” stage of group development demonstrated
- Social work perspective evident in context of role play
- Demonstration of client developmental level (life cycle) taken into account

Additionally, each group is to prepare for dissemination to the class a summary (couple of pages) of their role play and relevant research conducted that should include, but is not limited to:

- Type of group (brief description addressing purpose, location, number of sessions, open-ended versus closed-ended, etc.)
- Theoretical framework(s) being implemented
- Member characteristics (general description)
- Description for each group member’s character (student’s real name with corresponding name adopted for role play; age; ethnicity; individual goal for group; developmental stage in the life cycle; relevant life and environmental circumstances; role within the group, such as monopolizer, scapegoat, and so on; etc.)
- A list of references that your group used to prepare the role play so that others interested have a starting list of resources

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

Individual students will critically 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, and professor feedback provided through written and verbal mediums. In addition to the critical reflection component of this paper, students are to relate their personal reflections to the course readings and to 5 to 7 additional readings/references from outside of the class. This is the research component of the paper. Thus, this paper is a combination of personal reflections that relate to small group experiences for the class as well as small group experiences outside of this class, and to readings covered in class and readings from outside of class that the student finds particularly relevant or germane to his or her development as a social work group leader. This is an integrative written assignment (approximately 20 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. One way to structure the paper is by weeks in the course. For example, Week 1, Week 2, and so on, where the student addresses the above based on what is covered in class and small groups each week. This is just a suggestion, however, and students are welcome to structure the paper in other formats with

the professor's approval. The professor's evaluative criteria for the project, with corresponding possible points earned for each criteria, will include the following:

Evaluative Criteria

Points

- Personal critical reflection (how much critical self-reflection about the student's experiences and the readings is evident in the paper) [5]
- Integration of critical thought, experiences, and readings blended together (how well does the student demonstrate the ability to integrate critical thought, the small group experience, role plays, and the readings into a cohesive framework that makes sense) [5]
- Integration of self with group method (how well does the student demonstrate that he or she has struggled with the integration of personal characteristics [e.g., values, ethical dilemmas, personality traits, etc.] with the group method) [5]
- Feedback documentation (how well does the student incorporate formal and informal feedback from other students and the professor into the paper when relevant) [3]
- Analysis of student strengths (how well does the student analyze his or her strengths as a groupworker) [3]
- Analysis of student weaknesses (how well does the student critically reflect on what his or her weaknesses are as a groupworker at this point, as well as how he or she plans on addressing these weaknesses in future professional development once graduated) [3]
- Conclusion (sum it all up in a page or two) [2]
- Five to seven additional references, as well as readings from class, included in the paper [2]
- Use of APA 4th edition format, as well as correct spelling and grammar [2]

TOTAL
= 30

VII. COURSE GRADING CRITERIA

Student Performance Evaluation

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

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.

VIII. COURSE OUTLINE

<u>Date</u>	<u>Topics, Readings and Assignments</u>
August 31	<u>Topics</u> Introductions, Class Overview and Review Syllabus Introduction to Groupwork <u>Readings (Required)</u> Yalom – Preface (pp. xi-xvii) <u>Readings (Recommended)</u> Malekoff (1997) – Ch. 3 – What’s so Special about Group Work?: An Introduction to Tradition and Theory, In <u>Group Work with Adolescents</u> .
September 7	<u>Topics</u> The Therapeutic Factors Interpersonal Learning Stages of Group Development <u>Readings (Required)</u> Yalom – Ch. 1- The Therapeutic Factors Yalom – Ch. 2 – Interpersonal Learning Northen (1988) - Ch. 8 – Group Development, in <u>Social Work with Groups</u> (2 nd ed.).
September 14	<u>Topics</u> Group Cohesiveness Integrating the Therapeutic Factors Social Group Work Values and Ethics <u>Readings (Required)</u> Yalom – Ch. 3 – Group Cohesiveness Yalom – Ch. 4 – The Therapeutic Factors: An Integration Corey (1995) - Ch. 2 – Ethical and Professional Issues in Group

Practice, In Theory and Practice of Group Counseling

(4th ed.).

Readings (Recommended)

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.

Donigan & Hulse-Killacky – Ch. 2 – Cognitive-Behavioral Theory

Donigan & Hulse-Killacky – Ch. 3 – Family-Centered Therapy

Donigan & Hulse-Killacky – Ch. 8 – Rational-Emotive-Behavioral Therapy

Donigan & Hulse-Killacky – Ch. 10 – Solution-Focused Therapy

September 21

Topics

Tasks of the Groupworker

Readings (Required)

Yalom – Ch. 5 – The Therapist: Basic Tasks

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

Now

Yalom – Ch. 7 – The Therapist: Transference and

Transparency

Readings (Recommended)

Donigan & Hulse-Killacky – Ch. 4 – Gestalt Therapy

Donigan & Hulse-Killacky – Ch. 9 – Reality Therapy

Donigan & Hulse-Killacky – Ch. 11 – Systems-Centered Therapy

Malekoff (1997) – Ch. 2 – Between Adolescent and Group Worker:

Uncertainty, Fluidity, and Learning from the Inside Out, In Group Work

with Adolescents.

September 28

Topics

Planning and Composing Groups

Readings (Required)

Yalom – Ch. 8 – The Selection of Patients

Yalom – Ch. 9 – The Composition of Therapy Groups

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

and Preparation

Readings (Recommended)

Malekoff (1997) – Ch. 4 – Planning in Group Work: Where We Begin,

In Group Work with Adolescents.

October 5

EXAM I

October 12

Topics

Beginning Groups

Race, Gender and Class

Readings (Required)

Yalom – Ch. 11 – In the Beginning

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.

Children's Hopps & Pinderhughes (1999). Ch. 5 – Women's and

Groups: Vignettes, In Group Work with Overwhelmed Clients.

Readings (Recommended)

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).

Donigan & Hulse-Killacky – Ch. 13 – The Initial Session

Malekoff (1997) – Ch. 5 – Good Beginnings in Group Work: Socializing Adolescents into the Group Culture, In Group Work with Adolescents.

Intergroup Relations, and Group Identity: Spontaneous and Planned Interventions to Address

Diversity in Group Work, In Group Work with Adolescents.

Marsiglia, Cross, & Mitchell-Enos (1998). Culturally grounded group

work with adolescent American Indian students. Social Work with Groups, 21(1/2), 89-102.

Subramanian, Hernandez, & Martinez (1995).

Psychoeducational group

work for low-income Latina mothers with HIV infection. Social Work with Groups, 18(2/3), 15-32.

October 19

Topics

The Advanced Group

Dealing with Difficult Patients

Readings (Required)

Yalom – Ch. 12 – The Advanced Group

Yalom – Ch. 13 – Problem Patients

practice with Jackson, M. S., & Springer, D. W. (1997). Social work

African-American gangs: Professional challenge. In Policy and practice in the justice system.

Malekoff (1997) – Ch. 11 – Violence and youth: Dimensions and interventions in group work, In Group Work with Adolescents.

Readings (Recommended)

Donigan & Hulse-Killacky – Ch. 14 – Group Attack of the Therapist

Donigan & Hulse-Killacky – Ch. 16 – A Member Chooses to Leave

Donigan & Hulse-Killacky – Ch. 17 – A Deep Disclosure Near Session Termination

Hopps & Pinderhughes (1999) - Ch. 7 – The Gang Groups: Examples and strategies for Change Through Group Intervention and

Community Building, In Group Work with Overwhelmed Clients.

Malekoff (1997) – Ch. 7 – The Use of Problem Solving in Group Work: Promoting Reflection, Critical Thinking, and Mutual Aid, In Group

Work

with Adolescents.

Malekoff (1997) – Ch. 8 – The Use of “Program” in Group Work: Cultivating a Sense of Competence, Belonging, and Creativity,

In Group Work with Adolescents.

Malekoff (1997) – Ch. 14 – Loneliness, Social Isolation, Scapegoating, and Group Work: the Adolescent’s Struggle to Fit In, In Group Work with Adolescents.

October 26

Topics

Group Work with Children and Adolescents

Group Work with Families

Readings (Required)

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

Irizarry, C., & Appel, Y. H. (1994). In double jeopardy: Preadolescents

in

the inner city. In A. Gitterman & L. Shulman (Eds.), Mutual aid groups, vulnerable populations, and the life cycle (2nd ed.).

Malekoff, A. (1999). Expressing our anger: Hindrance or

help in

groupwork with adolescents? Groupwork, 11(1), 71-82.

Miller, D. B. (1997). Parenting against the odds: African-

American

parents in the child welfare system - a group approach.

Social Work

with Groups, 20(1), 17).

Readings (Recommended)

Malekoff (1997) – Ch. 1 – Adolescent Development, Risk, and

Opportunity, In Group Work with Adolescents.

Malekoff (1997) – Ch. 12 – Adolescent Sexuality and Group Work ,
In Group Work with Adolescents.

November 2

Topics

Group Work with Children and Adolescents

Group Work with Families

Readings (Required)

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

McKay et al. (1995). Multiple family therapy groups: A responsive
Intervention model for inner city families. Social Work with Groups, 18
(14), 41-56.

Springer, D. W., Pomeroy, E. C., & Johnson, T. (1999). A group
intervention for children of incarcerated parents: Initial

blunders and

subsequent solutions. Groupwork, 11(1), 54-70.

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.

Readings (Recommended)

Malekoff (1997) – Ch. 6 – What’s Going On in There?” Alliance
Formation with Parents Whose Adolescent Children Join Groups,
In Group Work with Adolescents.

November 9

RESEARCHED GROUP ROLE PLAYS`

November 16

Topics

Inpatient Groups and Other Specialized Formats

Readings (Required)

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

Yalom – Ch. 15 – The Specialized Therapy Group

Malekoff (1997) - Ch. 13 – Group Work as a Counterforce

to Alcohol

And Other Drug Abuse, In Group Work with

Adolescents.

Nadelman, A. (1994). Sharing the hurt: Adolescents

in a residential

setting. In A. Gitterman & L. Shulman (Eds.),

Mutual aid groups,

vulnerable populations, and the life cycle (2nd ed.).

Readings (Recommended)

Donigan & Hulse-Killacky – Ch. 20 – Considerations in Developing Your
Theory of Group Therapy

Ebenstein, H. (1998). Single-session groups: Issues for

social workers.

Social Work with Groups, 21(1/2), 49-60.

Hopps & Pinderhughes (1999) - Ch. 8 – Some Lessons and

Considerations about Group Interventions, In Group Work with Overwhelmed Clients.

November 23

CRITICAL REFLECTION/RESEARCH PAPERS DUE

Topics

Termination

Specialized Formats

Social Group Work Research and Evaluation

Readings (Required)

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

Yalom – Ch. 17 – Training the Group Therapist

Yalom – Ch. 12 – re-read pages 361 – 368 on termination

Garvin (1997) - Ch. 9 – The Evaluation of Group Work Practice, In

Contemporary Group Work (3rd ed.).

Readings (Recommended)

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

Malekoff (1997) – Ch. 9 – Leavetaking, Moving On, and Looking Back:

The Ending Transition in Group Work, In Group Work with

Adolescents.

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.

Springer, D. W., Lynch, C., & Rubin, A. (in press). Effects

of a solution-

focused mutual aid group for Hispanic children of

incarcerated parents.

Submitted to Child and Adolescent Social Work Journal.

November 30

EXAM II

Last Day of Class

BIBLIOGRAPHY

The following list of supplemental readings is **required**. Copies are available for purchase at Speedway Copy and Printing in Dobie Mall.

- 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.
- Cassano, D. R. (1989). Multi-family group therapy in social work practice. Social Work with Groups, 12(1), 3-14.
- Corey, G. (1995). Ethical and professional issues in group practice. Theory and Practice of group counseling (4th ed.) (pp. 26-52). Pacific Grove, CA: Brooks/Cole.
- Davis, L. E., Galinsky, M. J., & Schopler, J. H. (1995). RAP: A framework for leadership of multiracial groups. Social Work, 40(2), 155-165.
- Garvin, C. D. (1997). The evaluation of group work practice. Contemporary group work (3rd ed.) (pp. 190-207). Boston, MA: Allyn & Bacon.
- Hopps, J. G., & Pinderhughes, E. (1999). Women's and children's groups: Vignettes. Group work with overwhelmed clients (pp. 91-124). New York: The Free Press.
- Irizarry, C., & Appel, Y. H. (1994). In double jeopardy: Preadolescents in the inner city. In A. Gitterman & L. Shulman (Eds.), Mutual aid groups, vulnerable populations, and the life cycle (2nd ed.) (pp. 119-149). New York: Columbia University Press.
- 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 (pp. 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.
- Malekoff, A. (1997). Violence and youth: Dimensions and interventions in group work. Group work with adolescents: Principles and practice (pp. 215-241). New York: Guilford Press.
- Malekoff, A. (1997). Group work as a counterforce to alcohol and other drug abuse. Group work with adolescents: Principles and practice (pp. 267-290). New York: Guilford Press.
- Malekoff, A. (1999). Expressing our anger: Hindrance or help in groupwork with adolescents? Groupwork, 11(1), 71-82.
- 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(14), 41-56.
- Miller, D. B. (1997). Parenting against the odds: African-American parents in the child welfare system – a group approach. Social Work with Groups, 20(1), 5-17.
- Nadelman, A. (1994). Sharing the hurt: Adolescents in a residential setting. In A. Gitterman

- & L. Shulman (Eds.), Mutual aid groups, vulnerable populations, and the life cycle (2nd ed.) (pp. 163-181). New York: Columbia University Press.
- Northen, H. (1988). Group development. Social work with groups (2nd ed.) (pp. 173-184). New York: Columbia University Press.
- Springer, D. W., Pomeroy, E. C., & Johnson, T. (1999). A group intervention for children of incarcerated parents: Initial pitfalls and subsequent solutions. Groupwork, 11(1), 54-70.
- 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.

ADDITIONAL RECOMMENDED READINGS

The following list of supplemental readings is **recommended**.

- Addams, J. (1909). The spirit of youth and the city streets. New York: Macmillan.
- Albert, J. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. Social Work with Groups, 17(1/2), 105-121.
- Allport, F. (1924). Social psychology. Boston, MA: Houghton Mifflin.
- Altman, M., & Crocker, R. (Eds.) (1982). Social groupwork and alcoholism. Binghamton, NY: Haworth Press. [Also published as Social Work with Groups, 5(1), 1984.]
- Anderson, J. D. (1987). Integrating research and practice in social work with groups. Social Work with Groups, 9(3), 111-124.
- Ashby, M., Gilcrest, L., & Miramontez, A. (1987). Group treatment for sexually abused Indian adolescents. Social Work with Groups, 10(4), 21-32.
- Behroozi, C. S. (1992). A model for social work with involuntary applicants in groups. Social Work with Groups, 15(2/3), 223-238.
- Berne, E. (1963). The structure and dynamics of organization and groups. Philadelphia, PA: J. B. Lippincott Company.
- Bloch, S., & Crouch, E. (1985). Therapeutic factors in group psychotherapy. New York: Oxford University Press.
- Borba, M., & Borba, C. (1978). Self-esteem: A classroom affair. Minneapolis, MN: Winston Press.
- 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.

- 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.
- Budman, S., Demby, A., Feldstein, M. et al. (1987). Preliminary findings on a new instrument to measure cohesion in group psychotherapy. International Journal of Group Psychotherapy, *37*, 75-94.
- Carrell, S. (1993). Group exercises for adolescents: A manual for therapists. Thousand Oaks, CA: Sage.
- Cartledge, G., & Milbrun, J. F. (Eds.) (1980). Teaching social skills to children. Elmsford, NY: Pergamon Press.
- Corey, G. (1995). Theory and practice of group counseling (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Coyle, G. (1937). Studies in group behavior. New York: Harper & Row.
- David, L. E. (Ed.). (1984). Ethnicity in social group work practice. New York: Haworth Press.
- 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.
- DeChant, B. (Ed.) (1996). Women and group psychotherapy: Theory and practice. New York: Guilford.
- 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.
- Duncan, T., & Gumaer, J. (1980). Developmental group for children. Springfield, IL: Charles C. Thompson.
- Ebenstein, H. (1998). Single-session groups: Issues for social workers. Social Work with Groups, *21*(1/2), 49-60.
- Edleson, J. (1981). Teaching children to resolve conflict: A group approach. Social Work, *26*(6), 488-494.
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- Groupwork* – London: Whiting and Birch Ltd. [Tri-annual.]
- International Journal of Group Psychotherapy*.
- Journal for Specialists in Group Work* – Alexandria, VA: Association for Specialists in Group Work, a division of the American Association for Counseling and Development. [Quarterly.]
- Journal of Child and Adolescent Group Therapy* – New York: Human Science Press. [Quarterly.]
- New Community: European Journal of Migration and Ethnic Relations* – Carfax Publishing Company, P. O. Box 25, Abington, Oxfordshire, Great Britain OX14 3BR. [Quarterly.]
- Research on Social Work Practice* – Newbury Park, CA: Sage. [Quarterly.]
- Small Group Behavior*.
- Small Group Research: An International Journal of Theory, Investigation, and Application* (Incorporating *Small Group Behavior* and the *International Journal of Small Group Research*) - Newbury Park, CA: Sage. [Quarterly.]
- Social Work with Groups: A Journal of Community and Clinical Practice* (Vol. 1, No. 1., Spring 1978) – Binghamton, NY: Haworth Press. [Quarterly.]
- Social Work with Groups Newsletter* – Association for the Advancement of Social Work with Groups, Inc., Akron, OH: c/o The School of Social Work, University of Akron. [Tri-annual.]
- Social Work: The Russian Professional Journal* – Moscow: Association of Social Pedagogues and Social Workers in Russia. [Quarterly.] Available in Russian and English.

Tell-A-Group Hotline Newsletter – Ann Arbor, MI: School of Social Work, Univ. of Michigan.
Youth and Society – Newbury Park, CA: Sage.
Youth Today: The Newspaper on Youth Work – Washington, DC: American Youth Work
Center. [Bimonthly.] Free.