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

Course Number: SW 393R5 **Instructor:** D. W. Springer, PHD, LMSW-ACP, ACSW
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Semester: Fall 2001 **Phone:** (512) 471-0512
Meeting Time: Wednesday **Office Room:** 3.122D
2:30 - 5:30pm
Meeting Place: SWB 2.130 **Office Hours:** Thursdays 10:00am to 11:00am
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 Texts

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

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 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. 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 well in advance.
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 and the group intervention protocol) 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 one (1) essay exam 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

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second 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>).

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

VI. COURSE ASSIGNMENTS

I. Class Attendance and Contribution (Objectives 1, 2, 3, 4, 5)

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 that they will be absent. Attendance and quality of contribution as demonstrated by student preparation level will inform 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. Mid-Term Essay Exam (Objectives 1, 2)

One (1) short essay exam based on the readings, lectures, speakers, and discussions will be given in the course. The exam will be given as scheduled on the course outline. It will be worth 40% 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, 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 life cycle of the treatment population. The role play will be worth 20% 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

Note: Students are required to complete only one of the two following assignments (of their choosing).

IV-A. 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 group contexts. Students are to reflect on any peer or professor feedback. 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 from 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 to 25 typed pages), worth 40% 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:

<u>Evaluative Criteria</u>	<u>Points</u>
• Personal critical reflection (how much critical self-reflection about the student's experiences and the readings is evident in the paper)	[6]
• 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)	[6]
• 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)	[6]
• Analysis of student strengths (how well does the student analyze his or her strengths as a groupworker)	[5]
• 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)	[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]
- Conclusion (sum it all up in a page or two) [3]
- Five to seven additional references, as well as readings from class, included in the paper [3]
- Use of APA 4th edition format, as well as correct spelling and grammar [3]

TOTAL = 40

IV-B. Group Intervention Protocol (Objectives 1, 2, 3, 4, 5)

This group intervention protocol will integrate the relevant groupwork literature pertaining to a particular treatment issue and population. The treatment issue and population to be addressed in the protocol project will be determined by the student's particular area of interest. However, please be sure to receive prior approval for your topic from the professor. The protocol will be graded according to the outline provided below, and is worth a possible 40% of the final grade. Students may work together in a group (2 to 4 students per group) on one protocol – each student in a group will receive the same grade for the protocol project. The group protocol should cover a minimum of 8 group sessions; assume a closed-ended group format. Each protocol should include the following:

<u>Evaluative Criteria</u>	<u>Points</u>
• Brief description of the group; include treatment issue and population you are targeting (no more than one page)	[2]
• Brief description of the theoretical framework(s) and model(s) of practice that your group intervention protocol is guided by	[3]
• Justification for the group; how will such a group be beneficial to clients	[2]
• Structure of group (recruitment, size, composition, physical setting, social setting, costs to agency and to group members [budget], refreshments, transportation issues, day care issues, safety issues, confidentiality issues, and so on)	[6]
• Group objectives (what you want group members to accomplish by the end of the group)	[3]
• Brief description of what you expect to happen in <u>each</u> group session	[4]
• Objectives for <u>each</u> session (be specific) (what group members should gain by attending that particular group session)	[4]
• Suggested agenda items and/or procedures for <u>each</u> group session; how objectives will be met (if group members complete all agenda items and/or participate in the group activities, the group objectives should be met). This should include suggested group exercises with complete descriptions. Remember, a minimum of 8 group sessions should be covered.	[10]
• Comments, Warnings, and Notes (provided for each group session) for potential group leaders following your protocol	[3]
• Materials needed to conduct the group	[3]
A. Equipment (specify)	
B. Handouts (if not attached, specify where and how they can be located)	

TOTAL = [40]

Note: If it helps, you may write the group intervention protocol as if I am your supervisor in the

field, and you are submitting a proposal to begin a group. The purpose of this assignment is for you to leave this class with a group intervention protocol that you (and others) can use as a guide to conduct a group in the field.

VII. COURSE GRADING CRITERIA

Student Performance Evaluation

Course Requirement	% of grade	<u>Grading Scale</u>
Essay Exam	40%	A= 100 – 90
Researched Group Role Play	20%	B = 89 - 80
Critical Reflection/Research Paper <u>or Group Intervention Protocol</u>	40%	C = 79 - 70 D = 69 - 60 F = 59 and below
TOTAL	100%	

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

VIII. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics, Readings and Assignments</u>
August 29	<p><u>Topics</u> Introductions, Class Overview and Review Syllabus Introduction to Groupwork</p> <p><u>Readings (Required)</u> Yalom – Preface (pp. xi-xvii)</p> <p><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>.</p>
September 5	<p><u>Topics</u> The Therapeutic Factors Interpersonal Learning Stages of Group Development</p> <p><u>Readings (Required)</u> Yalom – Ch. 1 - The Therapeutic Factors Yalom – Ch. 2 – Interpersonal Learning</p>

Northern (1988) - Ch. 8 – Group Development, in Social Work with Groups (2nd ed.).

September 12

Topics

Group Cohesiveness
Integrating the Therapeutic Factors
Social Group Work Values and Ethics

Readings (Required)

Donigan & Hulse-Killacky – read any 2 chapters from chapters 1 to 4
Yalom – Ch. 3 – Group Cohesiveness
Yalom – Ch. 4 – The Therapeutic Factors: An Integration

September 19

Topics

Tasks of the Groupworker

Readings (Required)

Donigan & Hulse-Killacky – read any 2 chapters from chapters 5 to 8
Yalom – Ch. 5 – The Therapist: Basic Tasks
Yalom – Ch. 6 – The Therapist: Working in the Here-and-Now

Readings (Recommended)

Malekoff (1997) – Ch. 2 – Between Adolescent and Group Worker:
Uncertainty, Fluidity, and Learning from the Inside Out, In Group Work with Adolescents.

September 26

Topics

Tasks of the Groupworker
Planning and Composing Groups

Readings (Required)

Donigan & Hulse-Killacky – read any 2 chapters from chapters 9 to 12
Yalom – Ch. 7 – The Therapist: Transference and Transparency
Yalom – Ch. 8 – The Selection of Patients

Readings (Recommended)

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

October 3

Topics

Planning and Composing Groups

Readings (Required)

Yalom – Ch. 9 – The Composition of Therapy Groups
Yalom – Ch. 10–Creation of the Group: Place, Time, Size and Preparation

October 10

MID-TERM ESSAY EXAM

The Exam will cover the assigned required readings and lecture material from August 29 to October 3

October 17

Topics

Beginning Groups

Race, Gender and Class

Gay Affirmative Practice – Catherine Crisp, guest lecturer

Readings (Required)

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

your

chosen theories of interest from chapters 1 to 12)

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.

Hopps & Pinderhughes (1999) - Ch. 5 – Women’s and Children’s Groups: Vignettes, In Group Work with Overwhelmed Clients.

Readings (Recommended)

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

Malekoff (1997) – Ch. 10 – Prejudice Reduction, Intergroup Relations, and Group Identity: Spontaneous and Planned Interventions to Address Diversity in Group Work, In Group Work with Adolescents.

October 24

Topics

The Advanced Group

Dealing with Difficult Patients

Readings (Required)

Donigan & Hulse-Killacky – Ch. 14 – Group Attack of the Therapist (focusing on your chosen theories of interest from chapters 1 to 12)

Donigan & Hulse-Killacky – Ch. 16 – A Member Chooses to Leave (focusing on your chosen theories of interest from chapters 1 to 12)

Donigan & Hulse-Killacky – Ch. 17 – A Deep Disclosure Near Session Termination (focusing on your chosen theories of interest from chapters 1 to 12)

Yalom – Ch. 12 – The Advanced Group

Yalom – Ch. 13 – Problem Patients

Readings (Recommended)

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. 11 – Violence and Youth: Dimensions and Interventions in Group Work, 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 31

Topics

Group Work with Children and Adolescents

Group Work with Families

Readings (Required)

Irizarry, C., & Appel, Y. H. (1994). In Double Jeopardy: Preadolescents in the Inner City. In Mutual Aid Groups, Vulnerable Populations, and the Life Cycle (2nd ed.).

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

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.

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 7

Topics

Group Work with Children and Adolescents

Group Work with Families

Readings (Required)

Springer, D. W., & Orsbon, S. H. (in press). Families helping families: Implementing a multi-family therapy group with substance-abusing adolescents. Health and Social Work: Practice Forum.

Readings (Recommended)

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

November 14

RESEARCHED GROUP ROLE PLAYS

November 21

NO CLASS – LIBRARY DAY

November 28

**CRITICAL REFLECTION/RESEARCH PAPERS
AND GROUP INTERVENTION PROTOCOLS DUE**

Topics

Inpatient Groups and Other Specialized Formats

Social Group Work Research and Evaluation

Readings (Required)

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

Yalom – Ch. 15 – The Specialized Therapy Group

Garvin (1997) - Ch. 9 – The Evaluation of Group Work Practice, In Contemporary Group Work (3rd ed.).

Nadelman (1994). Sharing the Hurt: Adolescents in a Residential Setting. In Mutual Aid Groups, Vulnerable Populations, & the Life Cycle (2nd ed)

Readings (Recommended)

Malekoff (1997) - Ch. 13 – Group Work as a Counterforce to Alcohol and Other Drug Abuse, In Group Work with Adolescents.

Springer, D. W., Lynch, C., & Rubin, A. (2000). Effects of a solution-focused mutual aid group for Hispanic children of incarcerated parents. Child and Adolescent Social Work Journal, 17(6), 431-442.

December 5

Last Day of Class

Topics

Termination

Readings (Required)

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

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

Readings (Recommended)

Malekoff (1997) – Ch. 9 – Leavetaking, Moving On, and Looking Back: The Ending Transition in Group Work, In Group Work with

Adolescents.

BIBLIOGRAPHY

The following list of supplemental readings is **REQUIRED**. Copies are available for purchase as a **Coursepacket 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.
- 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.
- Malekoff, A. (1994). A guideline for group work with adolescents. Social Work with Groups, 17(1/2), 5-19.
- 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.

Springer, D. W., & Orsbon, S. H. (in press). Families helping families. Implementing a multi-family therapy group with substance-abusing adolescents. Health and Social Work.

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.

ADDITIONAL RECOMMENDED READINGS

The following list of supplemental **RESOURCES** may be helpful with required assignments.

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.
- Cassano, D. R. (1989). Multi-family group therapy in social work practice. Social Work with Groups, 12(1), 3-14.
- 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.
- Ellis, A. (1992). Group rational-emotive and cognitive-behavioral therapy. International Journal of Group Psychotherapy, 42(1), 63-80.
- Feil, N. (1993). The validation breakthrough: Simple techniques for communicating with people with "Alzheimer-type" dementia. Baltimore, MD: Health Professions Press.
- Feldman, R. (1986). Group work knowledge and research: A two-decade comparison. Social Work with Groups, 9(3), 7-14.

- Ferrara, M. (1992). Group counseling with juvenile delinquents: The limit and lead approach. Newbury Park, CA: Sage.
- Festinger, L. (1950). Informal social communication. Psychological Review, 57, 271-282.
- 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.
- Fox, E., Nelson, M., & Bolman, W. (1969). The termination process: A neglected dimension in social work. Social Work, 14(4), 53-63.
- Frank, I. C. (1996). Building self-esteem in at-risk youth: Peer group programs and individual success stories. Westport, CT: Praeger Publishers.
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