

**The University of Texas at Austin
School of Social Work**

Theories and Methods of Group Intervention

Course Number:	SW 393R26	Instructor:	Arlene Montgomery, Ph.D. LCSW
Unique Number:	61660	E-mail:	yerzaborzoi@aol.com (not to be used for turning in assignments unless otherwise noted)
Semester:	Fall 2017	Phone:	Home (512) 480-8086; Office (512) 474-8317
Class Time:	Monday, 2:30-5:30	Office:	SW 3.104A Adjunct Faculty Office
Meeting Place:	2.130	Office Hours:	By appointment

Course Description

This course will cover current group intervention approaches used with children, adolescents, adults, and the elderly across a variety of settings. Students will develop a working understanding of children, adolescents, adults, and the elderly from diverse backgrounds, affirming and respecting their strengths and differences in group settings. The course is grounded in the identification, analysis, and implementation of empirically based intervention strategies for group work with children, adolescents, adults, and the elderly. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short-and longer-term group interventions. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NSAW Code of Ethics. This is a required course for MSSW students in the Clinical Concentration. It is a specialized group methods course which builds on the Practice I & II courses and Field Practicum I & II.

Course Objectives

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

1. Demonstrate the ability to integrate theories and empirical research knowledge in selecting and using group work approaches with children, adolescents, adults, and the elderly.
2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relate to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, and adults.
3. Demonstrate the ability to adapt group work intervention models, programs and activities for use with children, adolescents, adults, and the elderly to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spiritual, physical, or mental ability, developmental level, age, and national origin.

4. Demonstrate the ability to evaluate, select, and design group work programs, methods, and activities for children, adolescents, adults, and the elderly based upon their empirical base, practice utility, potential, range of applicability, and limitations.

5. Demonstrate the ability to select and design group work programs, methods, and activities, and to critically evaluate and analyze these group work approaches as to their effectiveness in given situations. This includes:

- (a) the adequacy of the research and knowledge base;
- (b) the range of applicability
- (c) the value and ethical issues, including the student's own value system and
- (d) the policy implications involved in the delivery of group work services to children, adolescents, adults, and the elderly.

6. Demonstrate the ability to integrate and apply core and advanced group skills and processes, including, but not limited to, creation and maintenance of the group, resolving conflict, dealing with challenging clients, working in the here-and-now, and fostering the therapeutic factors of group work. (CL/APB 10a)

7. Demonstrate the ability to implement and evaluate the effectiveness of group work interventions for children, adolescents, adults, and the elderly.

8. Demonstrate the ability to tailor the group work interventions for children, adolescents, adults, and the elderly based on the context in which they are delivered.

9. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with children, adolescents, adults, and the elderly.

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. Learning activities include readings, writing, discussions, lecture, videos, and experiential exercises, including presentations.

The class is organized as a skill laboratory, utilizing the small group context and role play for development of group leadership skill competencies applied differentially to vulnerable populations across the life span.

Required Text and Course Materials

Rutan, S.J. & Stone, W. N., & Shay, J.J. (2014). *Psychodynamic group psychotherapy (5rd ed.)*. New York: The Guilford Press.

Fehr, S. S., Ed. (2016). *101 Interventions in group therapy: Edition 2*. New York: Routledge.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors

as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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 practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY.

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and above	A	
90.0 to 93.999	A-	
87.0 to 89.999	B+	
84.0 to 86.999	B	
80.0 to 83.999	B-	
77.0 to 79.999	C+	
74.0 to 76.999	C	
70.0 to 73.999	C-	
67.0 to 69.999	D+	
64.0 to 66.999	D	
60.0 to 63.999	D-	
Below 60.0		F

Course Assignments

There will be a panel presentation (and role play which includes summarizing for the class selected material and a reaction paper; worksheets for most chapters of the text (Rutan, et al); two evaluative papers; and a final examination.

Use of the APA 5th Edition format, as well as correct spelling and grammar is expected. Late or incomplete assignments will be not be accepted without penalty unless there is a reasonable excuse or accommodations.

Grading:

Papers (20 % each)

Worksheets (5%)

Panel presentation (summaries of material in study guide format, 10%; material presentation, 5%)

Role play (5%) {each student may participate in several role plays, as part of their contribution to the learning process; details TBA first class day}

& reaction paper (5% of final grade)

Final Examination (30%)

Role Play and Panel Presentation

Panel Presentation

Using the **group presentation** format, each student will participate in a panel to examine and lead a discussion on selected assigned material which will be summarized for the class. An assigned film will be used to illustrate issues that lead to intrapsychic defenses which in turn may lead to group dynamics; and also illustrate theories with the appropriate techniques and treatment strategies.

The following elements are to be addressed in the study guide: issues of age, class, color, culture, ethnicity, national origin, race, disability, family structure, marital status, gender, religion/spirituality, sex, sexual orientation, ethical dilemma(s), clinical dilemma(s), relevant policy issue(s), and a research question. **A brief study guide** will be prepared by the panel to aid in discussing material assigned to this particular film. A brief (3 pages) reaction paper will address each student's personal experience of the group.

Before class discussion of the material, each class member is to be provided a copy of the study guide, either a hard copy or via Canvas. The instructor is to be provided a hard copy on the first day of the presentation.

Interventions for group: Choose an intervention for the group and implement it (from Fehr, 2010, *101 Interventions in Group Therapy*). *The role play will precede the intervention.*

Role Play

There will be **a role play** creating a staged "group session" for group members whose issues and personalities are based loosely on characters from the film under study.

The following should also be addressed in the study guide:

(a.-i. are group contributions; j. & k. are completed after the role play and are an individual contribution)

a. 10 illustrations of defenses and 3 illustrations of dynamics which stemmed from some of those defenses

(30 points)

- b. two affective experiences that are supported/illustrated by assigned material (quote the reference)(10 points)
- c. one example of empathy for difficult behaviors/attitudes (5 points)
- d. an example of scapegoating and defenses which underlie scapegoating(5 points)
- e. one example of the multiple determinants of behavior(s) (5 points)
- f. one clinical/practice issue (5 points)
- g. one ethical issue (quote the Ethical Guideline from NASW Code of Ethics)(5 points)
- h. an example of role suction (5 points)
- i. one policy issue, particularly social justice (5 points)

j. one illustration of a theme from the characters' interactions in the film that was manifest in the role play & the advantage and disadvantage of addressing via any intervention in Fehr, (5 points)*

k. an example of two interventions based on any two theories examined; describe the principle/tenet of the theory as relates to your example & give the page reference from text(20 points)

***turned in with reaction paper as individual contribution following role play**

{Reaction paper format:

- a.) thoughts and emotional/psychological effect on student both to a group member and to the group-as-a-whole**
- b.) a defense mechanism that student would erect to being the clinical social worker conducting the group; give example of the interactions**
- c.) what type of anxiety, fear, or dread might elicit the above defense mechanisms**
- d.) a tenet or technique of a theory which has been described in the Rutan, et al., text that may be most sensitive to client system and why?}**

Papers

There are two **evaluative papers** on the role play exercises.

Paper #1(choose either of first 2 presentations for content; October 15 @ 8:00 am due date if using first presentation; November 12 @8:00 am due date if using second presentation)

Using *Chapter 13* (Rutan, et al.) as a model, address the following:

- a. the group history & patient description (5 points)
- b. a brief history of one main member (2 points)
- c. the context (5 points)
- d. a rendering of the group process (the meeting, p. 296-316) (5 points) & a commentary (similar to clinician's comments) including addressing the some of the same points, which are a combination of group dynamics (choose 3 dynamics) (Ch. 3); therapeutic factors (choose 3 factors) (Ch. 4); & the role of the therapist (Ch. 9); include an error the therapist made and the reference for the correction for the error {30 points}
- e. a commentary of your own reactions (like group leaders) which contains transference/ counter transference reactions (define) (20 points)
- f. three illustrations of defenses, including the coping style and function with examples; describe three intrapsychic and/or interpersonal defenses which became or had the potential to become a collusive defense|dynamic; speculate how that might occur(15points)
- g. suggest an intervention that should have been made in the group and one that was made; give the reference for both (10 points)

Use any two references from the bibliography and or material assigned for panel presentations to support,

illustrate, or otherwise elaborate on your observations of the group role play. (8 points)

Paper #2(content based on 3rd presentation, due last day of semester at 12:00 midnight)

Modeling your paper after *Chapter 15* (Rutan, et al), address the following regarding the group role play experience (each part worth 19 points):

- a. which dynamic theory of time-limited therapy is the best fit and why?
- b. which of the same theories would most poorly serve the group and why?
- c. using the outline (p. 361) provided in Chapter 15, define & illustrate from the role play, the following elements:

- goals
- composition,
- patient selection and preparation
- leadership roles
 - activity and nonactivity
 - gratification & frustration
 - transparency and opaqueness
- leadership foci
 - past-present-future
 - group-as-a-whole-interpersonal-individual
 - in-group and out-or-group
- affect and cognition
- process and content
- the relational experience & understanding

- d. describe 2 defenses that evolved into a group dynamic with a bit of dialogue. Indicate clearly the dynamic which evolved. Mention and give examples of the coping style and function(hand-outs on defenses); speculate on your own countertransference reactions to these defenses/dynamics; and speculate what it might be about you(as the clinician) that might make you have a sensitivity to such defenses (use 2 concepts from Montgomery, Chapter 6 discussion of group session to address this part of the question).

- e. speculate on the advantage/disadvantage of longer-term psychodynamic work for this particular population.

September 11, 18, & 25 Panel Presentation
October 2 {role play, instructor leader & intervention, student leader(s)}

Film, *Smoke Signals*

Topic:

Intrapsychic, interpersonal, and group experiences that can become group dynamics.
Basic approaches to understanding group including the psychodynamic and systems.

Sub-topics: family structure as it evolved with both normative life cycle stressors and trauma; certain aspects of religion and spirituality as related to family dynamics; personal reactions of the clinical social worker, especially potential value and ethical conflicts.

Summaries on the following chapters from the text: Chapter 1 Group's in Today's Society; Chapter 2 History of Small Group Theory & Practice; and Chapter 3 Group Dynamics and Group Development

Discussion of psychological defensive strategies that may evolve into group dynamics, Chapter 4 Therapeutic Factors in Group Psychotherapy; and Chapter 8 Patients and the Group Agreements

Napoli, M.(1999). The Non-Indian therapist working with American Indian Clients: Transference-countertransference implications. *Psychoanalytic Social Work*, 6(1), 27-47.

Schermer, V.L. (2000), Contributions of Object Relations Theory and Self Psychology to Relational Psychology and Group Psychotherapy. *International Journal of Group Psychotherapy*, 50(2),199-217.

Weaver, H.N. (1997). The Native American family circle: Roots of resiliency. In P.M. Brown & J.S. Shalett (Eds.), *Cross cultural practice with couples and families*. New York: The Haworth Press, 67-79.

October 9, 16 & 23 Panel Presentation

October 30 {role play, instructor leader & intervention, student leader(s)}

Film, *The Joy Luck Club*

Topic: Issues of differential diagnosis of immigrants and related theories (Social Constructionist, Family Therapy, Self Psychology, Relational Therapy and Object Relations Theory on Group Psychotherapy) and some relevant neurological issues related to relationship experiences

Subtopics: immigration status and selected policy issues, culture and race, selected child welfare policy issues related to racism/prejudice

DeVries, M.W. (1996). Trauma in cultural perspective. In B.A. van der Kolk, A.C., & L. Weisaeth (Eds.), *Traumatic stress*. New York: The Guilford Press.298-416.

Fong, R. (1997). Child welfare practice with Chinese families: Assessment issues for immigrants from the People's Republic of China. In P. M. Brown & J.S. Shalett (Eds.), *Cross-cultural practice with couples and families* (pp. 33-48). New York: The Hayworth Press, Inc.

Pynoos, R., Steinberg, A.M. & Goenjian, A. (1986). Chapter 14 Traumatic stress in childhood and adolescence: Recent developments and current controversies. In Bessel A. van der Kolk, Alexander C. McFarlane & Lars Weisaeth, (Eds.). *Traumatic stress* (pp. 331-358). New York: The Guilford Press.

Wu, S., Enders L. E.& Ham, M.A.D. (1997). Social constructionist inquiry in family therapy with Chinese Americans. In P.M. Brown & J.S. Shalett (Eds.) *Cross-cultural practice with couples and families*. 111-128.

Text: Chapter 5 Mechanisms and Process of Change; Chapter 6 Forming a Group; Chapter 7 Patient Selection; Chapter 9 The Role of the Group Therapist; and Chapter 10 Beginning the Group

November 6, 13, & 20 Panel Presentation

November 27 {role play, instructor leader & intervention, student leader(s)}

Film, *The Color Purple*

Topic: Issues around historical issues of slavery and the intergeneration transmission of trauma; selected concepts from relevant treatment theories such as Family Therapy, Object Relations Theory, Couples Therapy, and Life Cycle issues as they influence Group Psychotherapy.

Sub-topics: Social/environmental pressures around sexual, emotional & physical abuse in the family as affected by marital status, class, gender & color factors, aging and mental health issues.

Text: Chapter 11 Special Leadership Issues; Chapter 12 Expressions of Affect in Group Psychotherapy; and Chapter 14 Difficult Groups and Difficult Patients; Chapter 16 Termination in Group Psychotherapy

Brabender, V.M. & Fallon, A. (2009). Ethical hot spots of combined individual and group therapy: Applying four ethical standards. *International Journal of Group Psychotherapy*, 59(1),127-147.

Gans, J. G. & Weber, R.L. (2000). The detection of shame in group psychotherapy: Uncovering the hidden emotion. *International journal of Group Psychotherapy*, 50(3), 381-396.

Pillari, V. (1991). *Scapegoating in families: Intergenerational patterns of physical and emotional abuse* New York: Brunner/Mazel.

Watson, M. F.(1998). African American sibling relationships. In M. McGoldrick (Ed.), *Re-Visioning family therapy: Race, culture, and gender in clinical practice*.282-294.

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

December 4

Wrap up and catch up with presentations.

Reference List

- Ainslie, R. C. (1995). *No Dancin' in Anson: An American story of race and social change*. Northvale, NJ.
- Ashby, M., Gilcrest, L. & Miramontez, A. (1987). Group treatment for sexually abused Indian adolescents. *Social Work with Groups*, 10(4), 21-32
- Bakali, J. V., Wilberg, T., Klungsoyr, O., & Lorentzen, S. (2013). Development of group climate in short-term-and long-term psychodynamic group psychotherapy. *International Journal of Group Psychotherapy*, 63(3), 347-366.
- Book, H. E. (1998). *How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method*. Washington, DC: American Psychological Association.
- Boyd-Franklin, N. (1989). *Black families in therapy: A multisystems approach*. New York: The Guilford Press.
- Bouwkamp, C.G., de Kruijff, M. E., van Troost, T.M., Snippe, D., Blom, M. J., Winter, R.F.P., & Haffmans, P.M.J. (2013). Interpersonal and social rhythm group therapy for patients with bipolar disorder. *International Journal of Group Psychotherapy*. 63(1), 97-116.
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- Brannen, S. J. & Rubin, A. (1996). Comparing the effectiveness of gender-specific and couples groups in a court-mandated spouse abuse treatment program. *Research on Social Work Practice*, 6, 405-424.
- Brown, P. M. & Shallet, J. S.(Eds.). (1997). *Cross-Cultural practice with couples and families*. New York: The Haworth Press, Inc.
- Carrell, S. (2010). *Group exercises for adolescents: A manual for therapists*. Thousand Oaks, CA: Sage.
- Chalfin, F. (2014). The role of a visible/visual disability in the clinical dyad: Issues of visibility/invisibility for the client and clinician. *Psychoanalytic Social Work*. 21(1).
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- Cox, D.W., Westwood, M. J., Hoover, S.M., Chan, E.K. H., Kivari, C.A., Dadson, M.R., & Zumbo, B.D. (2014). Evaluation of a group intervention for veterans who experienced military-related trauma. *International Journal of Group Psychotherapy*.64(3),367-380.

- Davis, L. E., Galinsky, M.J. & Schopler, J. H. (1995). RAP: A framework for leadership of multiracial groups. *Social Work*, 40 (2), 155-165.
- Ellis, A. (1992). Group rational-emotive and cognitive behavioral therapy. *International Journal of Group Psychotherapy*. 42 (1), 63-80.
- Ellis, C.E., Peterson, M., Bufford, R., & Benson, J. (2014). *The importance of group cohesion in inpatient treatment of combat-related PTSD*. *International Journal of Group Psychotherapy*. 64(2), 209-228.
- Ettin, M. F. (1993). Links between group process and social, political, and cultural issues. In H.I. Kaplan B. J. Saddock (Eds.). (pp.699-716).Baltimore, MD: Williams & Wilkins.. *Comprehensive Group Psychotherapy*.
- Fester, A. (1996). Group therapy as an effective treatment modality for people of color. *International Journal of Group Psychotherapy*, 46 (3), 1996.
- Freud, S. (1922). *Group psychology and the analysis of the ego*. London: The International Psychoanalytic Press.
- Freitag, C.M/, et al. (2015). Group-based cognitive behavioral psychotherapy for children and adolescents with ASD: The randomized, multicenter, controlled SOSTA-net trial. *Journal of Child Psychology and Psychiatry*: DOI:10.1111/jcpp.23509.
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- Kaplan, H.I. & Sadock, B. J. (Eds.). (1993). *Comprehensive Group Psychotherapy (3rd ed.)*. Baltimore: Williams & Wilkins.
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- Horowitz, L., Gabbard, G.O., Allen, J.G., Frieswyk, S. H., Colson, D. B., Newsome, G.E. & Coyne, L. (1996). *Borderline personality disorder: Tailoring the psychotherapy to the patient*. Washington, DC: American Psychiatric Press.

New York: Guilford.

International Journal of Group Psychotherapy, Special Issue on Group Therapy Around the World: Reports from Spain, Italy, Germany, Sweden, Finland, Norway, Denmark, Iceland, United Kingdom, Canada, Egypt, Israel, Australia, and Brazil. (2015). 65(4). New York: Guilford.

(See whole issues)

Joel, D., & Yarimi, D. (2014). Consciousness-Raising in a gender conflict group. *International Journal of Group Psychotherapy*, 64(1), 71-76.

Kanas, N. (1996). *Group therapy for schizophrenic patients*. Washington, DC: American Psychiatric Press.

Kernbern, O. F. (1998). *Ideology, conflict, and leadership in groups and organizations*. New Haven, CT: Yale University Press.

Kira, I.A., Ahmed, A., Wasim, F., Mahmoud, V., Colrain, J., & Rai, D. (2012). Group therapy for refugees and torture survivors: Treatment model innovations. *International Journal of group psychotherapy*, 62(1),69-90.

Leszcz, M. (1992). The interpersonal approach to group psychotherapy. *International Journal of Group Psychotherapy*, 42(1), 37-62.

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