

<b>Course Number:</b>	SW393R26	<b>Instructor's Name:</b>	Sarah Kyle, LCSW
<b>Unique Number:</b>	62070	<b>Office Number:</b>	3.104A
<b>Semester</b>	Fall 2011	<b>Office Phone &amp; email:</b>	512/441-5953 sarah@sarahkyle.com
<b>Meeting Time &amp; Place</b>	Tuesday 8:30 – 11:30 Rm. 2.122	<b>Office Hours:</b>	Tuesdays 11:30-12:30 , or by appointment

## THEORIES & METHODS OF GROUP INTERVENTION

### I. Course Description

The 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 [NASW 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.

### II. Course Objectives

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

1. Integrate theories and empirical research knowledge in selecting and using group work approaches with children, adolescents, adults, and the elderly **(CL/APB 6 and 10c)**
2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relates to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and the elderly **(CL/APB 4 and 10a)**
3. 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; **(CL/APB 4 and 8)**
4. 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; **(CL/APB 6 and 10c)**
5. Select and design group work programs, methods, and activities, and to then 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 delivery of group work services to children, adolescents, adults, and the elderly; **(CL/APB 2, 6 and 8)**

6. Integrate and apply core and advanced group work 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. Implement and evaluate the effectiveness of group work interventions for children, adolescents, adults and the elderly; **(CL/APB 10c)**
8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and the elderly based on the context in which they are delivered; **(CL/APB 4 and 8)**
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. **(CL/APB 2)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

**EP2.1.2. Apply social work ethical principles to guide professional practice.**

**CL/APB2** Refine ability to manage value differences and ethical dilemmas

Objectives 5, 9

Assignment: Class discussion, midterm exam, group project, critical reflection paper

**EP2.1.4. Engage diversity and difference in practice.**

**CL/APB4** Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems

Objectives 2, 3, 8

Assignment: Class discussion, midterm exam, group project

**EP2.1.6. Engage in research-informed practice and practice-informed research.**

**CL/APB6** Apply empirically supported evidence to practice

Objectives 1, 4, 5,

Assignment: Group project, critical reflection paper

**EP2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**CL/APB8** Identify and evaluate agency programs and/or practices in relation to client needs

Objectives 3, 5, 8

Assignment: Class discussion, midterm exam, group project

**EP2.1.10a. Engagement.**

**CL/APB10a** Integrate theory-based relational skills in all areas of client engagement

Objectives 2, 6

Assignment: Class discussion, midterm exam, group project, critical reflection paper

**EP2.1.10c. Intervention**

**CL/APB10c** Critically apply interventions to design, implement and evaluate effective practice  
Objectives 1, 4, 7

Assignment: Midterm exam, group project, critical reflection paper

**IV. 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 sessions will be monitored to facilitate the assessment of skill competencies applied differentially to vulnerable populations across the life cycle.

**V. Required and Recommended Texts and Materials**

**Required**

Yalom, I. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.

**VI. Course Requirements**

Greatest value will be attained by completing the assigned reading before each class session and will be the basis for class discussion. Students are encouraged to ask questions and make comments during lectures. Student's questions and comments provide the instructor with an important assessment tool for whether or not the readings are being completed outside of class.

All of your work in this class, particularly small group work, must be governed by the ethical standards published by NASW, including very strict application of the rules governing confidentiality. It is important to familiarize yourself with these standards, and see your instructor immediately if you should encounter any problems or concerns related to these standards.

## **VII. Course Assignments**

### **A. Class Attendance and Contribution**

Class contribution grade will be determined in three ways:

**First**, due to the format and content of this course, regular and punctual attendance is imperative. Students are expected to be in class, or in extenuating circumstances, to notify the instructor and at least one other group member that they will be absent. Roll will be taken at the beginning of each class period.

**Second**, to support informed class interaction, students will be divided into small groups (2-3 students) with each group asked to prepare two or three questions from the assigned readings for one class during the semester. The question should address some issue or concern raised by the readings for that week that may be of special interest to the students, or perhaps an issue that seems unclear. The questions need to be typed and double spaced, and the small group will present the question and lead a brief class discussion concerning the issue raised, at the beginning of their assigned class. The questions will then be turned in to the instructor. Grades on a scale of 1 – 10 will be given for the question and will be determined by both the quality of the question, and the informed involvement of the class.

**Third**, there will be ample opportunities for students to take part in experiential in-class and role-play exercises, both as group members and as group facilitators. Students are encouraged to get “out of their comfort zone” a bit, as they take part in some of the exercises. In order to more completely evaluate experiential learning, group role play members will have an opportunity to evaluate each other’s contributions to their group’s role-play preparation. This will assist the instructor in evaluating class contribution.

All three of these aspects of class contribution: attendance and punctuality; question(s) prepared for class; and experiential learning will be considered in the total class participation grade. (15 % of total grade)

### **B. Mid-Term Essay Exam**

One 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, and may include multiple choice, true-false, short answer, and essay questions. It will be worth 25% of the final grade. MAKE-UP EXAMS WILL NOT BE GIVEN UNLESS THERE ARE UNUSUAL EXTENUATING CIRCUMSTANCES

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**C.                    Researched Group Role Play OR Student Therapy Group**

Students will be assigned to small groups of approximately 6-8 members. Students will alternate in task and treatment leadership roles. Each group will present 1 treatment session (approximately 45 minutes) in front of the class utilizing one of the group theory modalities listed below. Each group will reflect adherence to social work values and ethics, and should demonstrate techniques appropriate to the “middle” group developmental stage and the developmental life cycle of the treatment population. Following the presentation, group members will facilitate an interactive information and feedback session with the class regarding their theoretical framework.

The role play groups should reflect application to a specific (child, adolescent, adult, or family group) context, and should target a population that is diverse, at-risk, or disadvantaged.

The student therapy groups should reflect real concerns related to the everyday pressures of being a Social Work graduate student. Utilize issues that have importance to you, but are not so personal as to cause you or your fellow group members emotional trauma. Appropriate topics might include communication with significant other, boss, parent, or child; anxiety related to school; unexpressed emotions; unrealized goals or dreams; or lack of personal awareness. These are just a few examples. Topics to avoid include issues of past or present physical, sexual, or emotional abuse, or any other topics that might cause trauma to you or your fellow group members. If you have questions about the appropriateness of group topics, please check with your instructor. Keep in mind that there are risks inherent in any group that involves self-disclosure. If you feel uncomfortable sharing at this level with your colleagues, you may be better served by participating instead in a role play group.

The group presentation will be worth 20% of the total course grade. Evaluation components will include:

- Evidence of preparation (demonstrated from the presentation itself and from the meeting-to-meeting summaries)
- Appropriate participation, as evaluated by fellow group members
- Appropriate modality for the type of group being demonstrated (as supported by evidence-based research)
- Appropriate demonstration of the modality as evidenced by the types of interventions shown
- Creativity demonstrated in the role-play
- Post-presentation class discussion and interaction

Additionally, each group is to prepare for dissemination to the class a brief handout (2 to 3 pages) of their role-play and relevant research conducted that should include, but is not limited to:

- Type of group
- Theoretical model being implemented
- Brief description of techniques or interventions that are specific to this model
- A list of references (5-10 citations of relevant, evidence-based research, APA format) that your group used to prepare this presentation so that others interested have a starting list of resources

In addition, one group member should keep an ongoing brief summary (one page) of each group meeting (hand-written is fine). The summaries will include who attended; general discussion and

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planning; and outcomes/decisions reached. These can be very helpful to all group members when reflection papers are written. The meeting summaries will also be turned into the instructor on the date of the role-play presentations. **This active learning will require out-of-class group meetings and preparation time.**

The small group theories/modalities and presentation dates are as follows:

**Cognitive Behavioral – November 1**

**Gestalt – November 8**

**Psychodynamic – November 15**

**Feminist – November 22**

**D. Individual Critical Reflection Paper (Objectives 1, 2, 3, 6, 8, 9)**

Papers should include the following four components:

a) An analysis of one of Yalom's therapeutic factors as discussed in class and readings.

b) Your *personal* reflections on this issue as it relates to your values, ethics, beliefs, professional, and/or personal experiences. What are the elements of this concept you agree/disagree with, and why? How is this concept relevant to your understanding of group process, and your own past experience in groups, including in other classes or in groups outside the school setting? What relevance might the concept have to issues of gender, age, sexual orientation, spirituality, culture or ethnicity, or to disadvantaged, oppressed, or at-risk populations?

c) Include an analysis of how the issue was (or was not) demonstrated in your group's experiences, either in the presentation itself or in the preparation for the presentation. Did the concept seem to fit with your group's experience, and if so, how? What other related group process issues did you observe in your group and were these concepts supported in our class readings?

d) Finally, conclude with a synthesis of what self-awareness you gained in this group work experience, including the role(s) you played in this group, how this compares with roles you usually play in other groups, and what you might want to do the same or differently in future groups. (There will be in-class time given after all group role plays are complete, and after all reflection papers have been turned in and graded, to meet with your group, and give each other confidential constructive feed-back related to the role play experience.)

Reflection papers should be between 10-12 pages, use APA (5<sup>th</sup> ed) citation style, and include a reference list. Papers are due one week after class presentation for each group. Due dates are as follows:

**Cognitive Behavioral Group Reflection Paper due – November 8**

**Gestalt Group Reflection Paper due – November 15**

**Psychodynamic Group Reflection Paper due – November 22**

**Feminist Group Reflection Paper due – November 29**

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**E. Pop Quizzes over weekly readings**

Several times throughout the semester the instructor will administer unannounced quizzes over the weekly readings. Each quiz will consist of 1-3 questions drawn directly from assigned readings.

**VIII. COURSE GRADING CRITERIA**

**Student Performance Evaluation**

<b>Course Requirement</b>	<b>% of grade</b>
Mid-Term Exam	25%
Student Therapy Group or Role Play	20%
Critical Reflection Paper	30%
Pop Quizzes	10%
Class Attendance and Contribution	15%
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TOTAL	100%

**Grading Scale**

- 100 - 94 = A
- 93 - 90 = A-
- 89 - 87 = B+
- 86 - 84 = B
- 83 - 80 = B-
- 79 - 77 = C+
- 76 - 74 = C
- 73 - 70 = C- (Class failed/no credit: 73 and below)
- 69 - 67 = D+
- 66 - 64 = D
- 63 - 60 = D-
- 59 and below = F

Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 6<sup>th</sup> edition format should be used when relevant. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

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**IX. Class Policies**

**The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Professional Conduct in Class**

The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

**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/>).

**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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**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, an examination, a work assignment, or a 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.

**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 to keep the university informed about changes to their 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



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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 among 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**Late Assignments**

It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. **Late assignments will not be accepted without a doctor's note.** Any adjustments in due dates due to illness (with doctor's note) MUST be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled date.

**Feedback Statement**

Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.

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Date	Description	Text/Readings <i>read by date shown</i>
Session 1 Tuesday, August 30	Overview of Course – Syllabus, Assignments, Due Dates, Assigning Small Groups; Introduction to Group Work	Yalom – Preface (pp. xi-xix) Yalom – Ch. 1 - The Therapeutic Factors
Session 2 Sept. 6	The Therapeutic Factors Interpersonal Learning <b>Discussion Questions – Group 1</b>	Yalom – Ch. 1 - The Therapeutic Factors (cont.) Yalom – Ch. 2 – Interpersonal Learning Article: The Larger Self
Session 3 Sept. 13	Overview: Cognitive Behavioral Theory Gestalt Theory Psychodynamic Theory Feminist Theory  Stages of Group Development Group Cohesiveness  <b>Discussion Questions – Group 2</b>	Yalom – Ch. 3 – Group Cohesiveness
Session 4 Sept. 20	Integrating the Therapeutic Factors Social Group Work Values and Ethics Tasks of the Group Worker  <b>Discussion Questions – Group 3</b>	Yalom – Ch. 4 – The Therapeutic Factors: An Integration Yalom – Ch. 5 – The Therapist: Basic Tasks
Session 5 Sept. 27	Group Work with Adults Group Work with Women <b>Discussion Questions – Group 4</b> <b>Guest Speaker: Ruth Fagan-Wilen, Ph.D.</b>	Yalom – Ch. 6 – The Therapist: Working in the Here-and-Now Yalom – Ch. 7 – The Therapist: Transference and Transparency
Session 6 Oct. 4	Planning and Composing Groups Race, Gender, and Class  <b>Discussion Questions – Group 5</b> <b>Guest Speaker: Flint Sparks, Ph.D.</b>	Yalom – Ch. 8 – The Selection of Clients Yalom – Ch. 9 – The Composition of Therapy Groups

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Session 7 Oct. 11	<p><b>***MID-TERM ESSAY EXAM ***</b></p> <p>The Exam will cover the assigned required readings and lecture material from Class Sessions 1 - 6</p>	
Session 8 Oct. 18	<p>Creation of a Group</p> <p><b>Discussion Questions – Group 6</b></p>	Yalom – Ch. 10–Creation of the Group: Place, Time, Size and Preparation
Session 9 Oct. 25	<p>Beginning Groups</p> <p>Advanced Groups</p> <p><b>Discussion Questions – Group 7</b></p>	<p>Yalom – Ch. 11 – In the Beginning</p> <p>Yalom – Ch. 12 – The Advanced Group</p>
Session 10 Nov. 1	<p>Group Work with Children and Adolescents</p> <p><b>Discussion Questions – Group 8</b></p> <p><b>Guest Speaker: Shayna Feldman, LCSW</b></p> <p><b>***Student Group Presentations – Cognitive Behavioral***</b></p>	Article: TBA
Session 11 Nov. 8	<p>Problem Group Members</p> <p>Inpatient Groups</p> <p><b>Discussion Questions – Group 9</b></p> <p><b>***Student Group Presentations - Gestalt***</b></p>	Yalom – Ch. 13 – Problem Group Members
Session 12 Nov. 15	<p>Group Work with Older Adults</p> <p>Other Specialized Group Formats</p> <p><b>Discussion Questions – Group 10</b></p> <p><b>***Student Group Presentations - Psychodynamic***</b></p>	<p>Yalom – Ch. 14 – The Therapist: Specialized Formats and Procedural Aids</p> <p>Yalom – Ch. 15 – Specialized Therapy Groups</p>
Session 13 Nov. 22	<p>Social Group Work Research and Evaluation</p> <p><b>Discussion Questions – Group 11</b></p> <p><b>***Student Group Presentations - Feminist***</b></p>	<p>Yalom – Ch. 16 – Group Therapy: Ancestors and Cousins</p> <p>Yalom – Ch. 17 – Training the Group Therapist</p>
Session 14 Nov. 29	<p>Termination in Group Therapy</p> <p>Course Evaluation, Closure, Recap</p>	

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**Bibliography**

The following list of supplemental readings may be helpful if you wish to do further research on Group Therapy.

- Albert, A. (1994). Talking like real people: The "straight-ahead prison group" In *Mutual aid groups, vulnerable populations, and the life cycle* (Gitterman & Shulman, Eds. 2<sup>nd</sup> ed). New York: Columbia University Press.
- Albert, J. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. *Social Work with Groups*, 17(1/2), 105-121.
- Bilides, D. (1991). Race, color, ethnicity, and class: Issues of biculturalism in school-based adolescent counseling groups. *Social Work with Groups*, 12 (4), 43-48.
- Brooks, R. (1999). Fostering resilience in exceptional children: The search for islands of competence. In *Handbook of psychosocial characteristics of exceptional children*. New York: Plenum Publishers.
- Corey, M., and Corey, G. (1997). *Groups: Process and Practice*. (5<sup>th</sup> ed.) Pacific Grove, CA: Brooks/Cole
- Corey, G. (2000). Ethical and professional issues in group practice. *Group counseling* (5<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole
- Corey, G. (2000). Final Stage: Consolidation and Termination. *Group counseling* (5<sup>th</sup> Ed). Pacific Grove, CA: Brooks/Cole
- Corey, M.S. (2002). *Groups: Process and practice*. Pacific Grove, CA: Brooks/Cole
- Donigian, J. & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. (2<sup>nd</sup> ed). New York: Brooks/Cole- Wadsworth.
- Gold-Steinberg, S. and Buttneheim, M (1993). Telling one's story in an incest survivor's group. *International Journal of Group Psychotherapy*. 43(2) 173-189.
- Irizarry, C. and Appel, Y. (1994). In double jeopardy: Adolescents in the inner city. In *Mutual aid groups, vulnerable populations, and the life cycle*. (Gitterman and Shulman, Eds. 2<sup>nd</sup> Ed.) New York: Columbia University Press.

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

Manley & Needham (1995). An anti-bulimia group for adolescent girls. *Journal of Child and Adolescent Group Therapy*. V. 5, 1, 19-33.

Nadelman, A. (1994). Sharing the hurt: Adolescents in a residential setting. In *Mutual aid groups, vulnerable populations, and the life cycle* (Gitterman and Shulman, Eds. 2<sup>nd</sup> Ed.) New York: Columbia University Press.

Poynter-Berg, D. (1994). Getting connected: Institutionalized schizophrenic women. *In Mutual aid groups, vulnerable populations, and the life cycle*. (Gitterman & Shulman, Eds. 2<sup>nd</sup> Ed.) New York: Columbia University Press.

Tutty, W. (1994). The evolution of a group for young children who have witnessed family violence. *Social Work with Groups*, Vol 17 (1/2), 89-104.

Yalom, I. (1998). *The Yalom reader*. New York: Basic Books.