

Tel – Aviv University
The Bob Shapell School of Social Work
MA in Coping with Stress, Crisis and Trauma

**Group Interventions in Collective Stress Situations :
Structures and Models**

Semester I, 2014-15
Wednesday 14:15 – 15:45
Room 152

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COURSE OVERVIEW AND OBJECTIVES

Group intervention has become a remarkably widespread and accepted form of clinical intervention, especially in stressful situations.

The course will focus on:

1. Group typology - relating to Short term groups - Problem focusing groups, Support groups; Single session groups; Task groups; Long term clinical groups; Creative groups. Internet groups. Psycho - Educational groups.
2. Analysis of different types of groups based on : concepts and groups objectives; structured versus dynamic groups; group development , Roles of the facilitative unit, and interventions techniques, Group structure (such as open or closed groups and other).
3. The parallel processes between the contents (relating to stress situations) and the group process.

The aim of this course is to provide you with knowledge on:

- Theoretical frameworks and approaches for the understanding of different group intervention models, in relation to group interventions dealing with stressful situations.
- Group dynamics that will be analyzed and theoretically conceptualized on the basis of group characteristics, group process and group development as expressed in dealing with contents of stressful situations .
- Principles and techniques for group intervention.

REQUIREMENTS

Attendance and participation - Attendance is mandatory. Active involvement in class discussion is encouraged.

Reading - You will need to read the assigned reading according to the semester program. Suggestions for additional reading are offered.

Assignments

Simulation -The course will combine theoretical learning with structured experiments (group simulations) that will be planned, and facilitated by the students. For this matter the class will be divided into small working groups (about 4 students). Each group will research one group model, will present the theoretical principles and facilitate a group simulation in class in relation to the model.

Final paper – You will be asked to select a stress or crises situation you are interested to investigate further in relation to the different group intervention models, discussing what models are beneficial in treating the specific situation and in what ways.

EVALUATION

Grading - will be based on:

40% - Simulation preparation, in small groups and facilitating the group in class

60% - Final paper.

REFERENCES

Basic Books

Bernard, H.S., MacKenzie, K.R. (Eds.) (1994). **Basics of Group Psychotherapy**. Guilford Press, N.Y.

Corey, G. (2008, 2012). *Theory & Practice of group Counseling* (8th Edition). Books/Cole, Cengage Learning (can be found on internet).

Mackenzie, K.R. & Livesley, W. J. (1983) A development model for brief group therapy. In R. Dies K.R. Mackenzie (eds) *Advances in Group Psychotherapy*. Monograph I, American Group Psychotherapy Monograph. N.Y. Universities Press.

Whitaker, D., (2001) *Using Groups to Help People*.(second edition) Brunner & Routledge .

Yalom, I.,(2005) *The Theory and Practice of Group Psychotherapy* (5th edition). Basic Books.

Suggestions for articles on stressful situations/problems and group interventions.

Berger, R., (2009) Encounter of racially mixed group with stressful situations. *Group Work*, 19 (3), 57-76.

Des Groseilliers, Isabeau Bousquet; Marchand, André; Cordova, Matthew J.; Ruzek, Josef I.; Brunet, Alain (2013). Two-year follow-up of a brief dyadic cognitive-behavioral intervention designed to prevent PTSD. *Psychological Trauma: Theory, Research, Practice, and Policy*, Vol 5(5), 462-469

Dubus, N., (2009) Professional/paraprofessional team approach in groupwork with Cambodian refugee women. *Group Work*, 19(1), 46-62.

Feigin, R., Cohen, I., & Gilad, M. (1998). The use of single-group sessions in discharge planning. *Social Work in Health Care*, 26 (3), 19-38.

Feigin, R., (2002). Group therapy with individuals and families coping with illness or disability on Israel. *Group*, 26 (1,. 61- 80.

Huth-Bocks, A., Schettini, A., & Shebrone, V. (2001). Group play therapy for preschoolers exposed to domestic violence. *Journal of Child and Adolescent Group Therapy*, 11 (1).

Kagan, I., Maoz, Y., Frank, T., & Ovadia, K.L (2006) A suicide bomber attack: Up close and personal. *Perspectives in Psychiatric Care*, 42 (2), 69-71.

Kim, E; Glomb, T M. (2014). Victimization of high performers: The roles of envy and work group identification. *Journal of Applied Psychology*, Vol 99(4), Jul 2014, 619-634. <http://dx.doi.org/10.1037/a0035789>

Malberg, N. T.(2013). Mentalization based group interventions with chronically ill adolescents: An example of assimilative psychodynamic integration?..*Journal of Psychotherapy Integration*, 23(1) 5-13. <http://dx.doi.org/10.1037/a0030268>

Manne, S.L. (2005) Couple-focused group intervention for women with early Marziali, E., & Donahue. P. (2006). Caring for others: Internet Video-Conferencing group intervention for family caregivers of older adults with neurodegenerative disease. *The Gerontologist*, 46 (3), 398 403.

Scheidlinger, S., & Kahn, G. B. (2005). In the aftermath of September 11: Group interventions with traumatized children revisited. *International Journal of Group Psychotherapy*, 55 (3), 335-355.

Scheidlinger, S. (2004). Group psychotherapy and related helping groups today: An overview. *American Journal of Psychotherapy*, 58 (3), 265-280.

Sikkema, K. J.; Ranby, K. W.; Meade, C. S.; Hansen, N. B.; Wilson, P. A.(2013) Kochman, A.Reductions in traumatic stress following a coping intervention were mediated by decreases in avoidant coping for people living with HIV/AIDS and childhood sexual abuse. *Journal of Consulting and Clinical Psychology*, 81(2), 274-283.

Sloan, Denise M.; Feinstein, Brian A.; Gallagher, Matthew W.; Beck, J. Gayle; Keane, Terence M. (2013). Efficacy of group treatment for posttraumatic stress disorder symptoms: A meta-analysis. *Psychological Trauma: Theory, Research, Practice, and Policy*, Vol 5(2), 176-18

