



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Texas A&M University – Central Texas
MFT 5358 Group Process in MFT
Fall 2017
Thursdays 2pm- 5pm
Warrior Hall 314

Instructor: J. Kelly Barnett, Ph.D.
Office: none
Phone: 512-948-9898
Email: JKBarnett@TAMUCT.edu
Office Hours: email for appointment

Method of Instruction and Course Access: This course meets face-to-face. This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions in face-to-face class meetings.

UNILERT: Emergency Warning System for Texas A&M University – Central Texas
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at [Unilert](https://www.tamuct.edu/departments/security/unilert.php) [https://www.tamuct.edu/departments/security/unilert.php] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description - This course involves the study of human relationships in groups, particularly in the group therapy context. The course explores - in theory and through class exercises - the application of various aspects of group dynamics including leadership, motivation, perception, power, and decision-making.

Course Learning Outcomes – this course targets three of the MFT program’s **Student Learning Outcomes:**

(SLO-2) - *Demonstrate basic and systemic therapeutic techniques.*

(SLO-3) - *Assess how contextual issues affect individual lives and relational dynamics.*

(SLO-4) - *Formulate treatment plans based on individual issues, relational dynamics, and contextual issues.*

It targets these SLO's through the following **Course Learning Outcomes**:

1. Evaluate group members' reactions or responses to interventions. (SLO-4)
2. Reframe problems and recursive interaction patterns. (SLO-2)(SLO-4)
3. Generate relational questions and reflexive comments in the therapy room. (SLO-2) (SLO-3)
4. Facilitate group members' developing and integrating solutions to problems. (SLO-2) (SLO-4)
5. Defuse intense and chaotic situations to enhance the safety of all group members (SLO-2)

Special Consideration with Course Format: The course will examine group process through lectures, experiential exercises, discussions, role-playing, and group exercises. Neither this course nor the activities in this course are considered therapy or group therapy. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Grades will be based on your effort and ability to explore and apply the group concepts and experiences in this course. However, students' level of engagement in role-play activities will be considered in the grade for this course. Your participation is vital to your learning and the learning of others.

Confidentiality Policy: Confidentiality is important to the integrity of this course and to group process. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the experiential groups, activities and conversations.

Required Reading

Students are required to read various chapters from the textbooks and journal articles. Reading requirements are listed below and in the course calendar. Students will have to search the library's website/database to retrieve the journal articles. It is expected that students will have read and critically thought about the readings before class. I would suggest retrieving all of the articles within the first week of class.

Textbook

Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.) NY: Basic Books. (YL)

Journal Articles

Banks, R. (2005). Solution-focused group therapy. *Journal of Family Psychotherapy*, 16, 17-21. doi:10.1300/J085v16n01_05

- Chen, R. (2012). Narrative therapy for Chinese adults raised as an only child. *Contemporary Family Therapy*, 34, 104-111. doi:10.1007/s10591-012-9177-7
- Haber, R. (2011). Virginia Satir's family camp experiment: An intentional growth community still in process. *Contemporary Family Therapy*, 33, 71-84. doi:10.1007/s10591-010-9140-4
- Mertz, M. (2014). The circle: A narrative group therapy approach. *International Journal of Narrative Therapy & Community Work*, 3, 41-53.
- Singh, A. A. & Salazar, C. F. (2010). Six considerations for social justice group work. *The Journal for Specialist in Group Work*, 35, 308-319. doi:10.1080/019333922.2010.492908
- Ware, J. N. & Taylor, D. (2014). Concerns about confidentiality: The application of ethical decision-making group play therapy. *International Journal of Play Therapy*, 23, 173-186.

Handouts

- Becvar, R. J., Canfield, B. S, Becvar, D. S. (1997). *Group work: Cybernetic, constructivist, and Social Constructionist Perspectives*. Denver, CO: Love Publishing Company (BCB)

COURSE REQUIREMENTS

COURSE REQUIREMENTS

Please read the Academic Integrity Statement below in the course and university's procedures and policies section before submitting all assignments including extra credit assignments.

Group Manual and Facilitation: Students must identify an issue/concern in city of Killeen or Bell County related to individuals, couples, families or a specific mental health issue. The group cannot be a duplicate of a group already in existence. Conduct research on the issue and develop a group curriculum manual related to the issue you chose. Ten (10) references, at least, should be utilized and referenced. These can include the required readings for the class. However, at least six (6) of your references must be from sources other than the required class reading. The citations and references need to follow APA style. You will then choose one of the modules from the curriculum to facilitate in class. Assignment should be submitted in class on due date.

Group Observations: Students must attend at least one session of a face-to-face or on online therapeutic group and write about their experience in the group. Assignment should be submitted in class on due date.

Quizzes: Quiz questions taken from the assigned reading.

Class Participation: Class participation is vital to this course. Students are expected to actively participate in group exercises, role-plays, and discussion concerning course topics.

Grading Criteria Rubric and Conversion

Group Manual	120 points	A 242-270 points
Group Facilitation	40 points	B 215-241 points
Group Observation	55 points	C 188-214 points
Quizzes	30points	D 161-187 points
Class Participation	25 points	F 160 ≤ points
Total	270 points	

COURSE OUTLINE AND CALENDAR

Course Calendar

Week	Date	Topic	Reading	Due
1	August 31	Introduction to Course		
	September 5	<i>Last day to drop 1st 8-week classes with no record</i>		
2	September 7	What is a group	BCB pp. 37-46 YL Ch.16	
	September 16	<i>Last day to drop 16-week classes with no record</i>		
3	September 21	1 st order cybernetics 2 nd order cybernetics	BCB Ch. 1 BCB Ch. 2	
4	September 28	<i>No F2F class meeting</i>		
5	October 5	Ethical considerations	BCB pp. 144-147 Ware & Taylor, 2014	
	October 6	<i>Deadline to Submit Graduation Application for Ceremony Participation</i>		
6	October 12	Therapeutic factors	YL Ch.1 & 4	
7	October 19	Group creation	YL Ch. 8, 9, & 10	
	October 20	<i>Last day to drop 1st 8-week classes with a "Q" or withdraw with a "W"</i>		
8	October 26	Group development	BCB pp. 105-108 YL Ch. 11& 12	

	October 30	<i>Last day to drop 2nd 8-week classes with no record</i>		
9	November 2	Group cohesion Group challenges	YL Ch. 3 & 5 & 13	
	November 10	<i>Veteran's Day</i>		
	November 10	<i>Last day to drop a 16-week course with a "Q" or withdraw with a "W"</i>		
10	November 9	Diverse populations	YL Ch. 15 Chen (2012) Singh & Salazar, 2010	
		<i>Registration begins Summer for Graduates, Post-Baccalaureate and Seniors</i>		
		<i>Registration begins for all students</i>		
11	November 16	Integrating MFT models into Group Therapy	BCB pp.119-139 Banks (2005)	
	November 17	<i>Last day to drop a 2nd 8-week class with a "Q" or withdraw with a "W"</i>		
	<i>November 23</i>	<i>No F2F meeting</i>	Thanksgiving	
12	November 30	Integrating MFT models into Group Therapy	Mertz, 2014 Haber, 2011	Group Manual
13	December 7	Presentation/ Group Facilitation	YL Ch. 6	Group Facilitation
14	December 14	Presentation/ Group Facilitation		Group Facilitation Group Observation
	December 15	Commencement Bell County Expo Center 7pm and Last day to withdraw from the university.		
15	December 21	Presentation/ Group Facilitation		Group Facilitation

COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](#):

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion webpage](#):

<https://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit

<https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Tutoring.

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University – Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the Summer semester (June 5, 2017 to July 27, 2017). Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>

5.0 Absences and Grading

Students are required to attend and actively participate in every class meeting. Class participation will be graded in this course. If you are going to miss a class or classes, notify me in advance. It is at my discretion whether absence will be excused. An initial 5 points will be deducted for all assignments submitted after the deadline. An additional 5 points will be deducted for every additional day an assignment is late.

6.0 Instructor's Personal Statement

It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course. Active participation in the discussion and various exercises is necessary for the functioning of this course. Students are required to maintain confidentiality when students are sharing personal stories or information.

TECHNOLOGY

7.0 Technology Requirements and Support

This course will NOT use the TAMUCT Instructure Canvas learning management system.

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.