Texas A&M University – Central Texas
MFT 5358 Group Process in MFT
Summer 2019
Mondays, Tuesdays, Wednesdays, Thursdays
11:00 am - 1:30pm
Warrior Hall 313

Instructor: DeAnna Harris-McKoy, PhD, LMFT-S
Office: Warrior Hall 318K
Email: d.harris-mckoy@tamuct.edu
Office Hours: Tuesdays & Thursdays 2:00pm - 4:00pm

Method of Instruction and Course Access:
This is a blended course which meets 51% face-to-face and 49% online and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

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, as well as within the Canvas environment.

Warrior Shield:
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, 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:
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(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. 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.
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Required Textbooks


**Additional Text** - not in book store


**Journal Articles**


**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.

**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. Detailed instructions can be found on Canvas (Assesses Course Learning Outcome: 2, 4, & 5)

**Group Observations:** Students must attend at least one session of a face-to-face or online therapeutic group and write about their experience in the group. Detailed instructions can be found on Canvas (Assesses Course Learning Outcome: 1 & 3)

**Discussion Board:** You are required to post an initial post (250-400 words) as a response to the assigned reading or videos for that forum and then you are to reply to at least two different classmates with a reply post (100 words each). Specific directions for discussion boards will be posted on Canvas (Assesses Course Learning Outcome: 1& 3)

**Discussion Board Rules**

This is a space for us to share our idea, engage in dialogues, and learn from each other. Below are criteria for the discussion post, criteria for content of the discussion post, and rules about etiquette.

Criteria for discussion post
The initial post should be at least 250 words. You are required to respond to at least two other initial posts. The responses should be at least 100 words each. The posts are due by 11:30am on the designated date and responses are due by 1:00pm on the designated date. Our online discussion will occur during class time.

Criteria for content
The content of the discussion board should be your own ideas supported by information from the text, assigned readings, PowerPoints, or other scholarly references you find. Your post should not entirely consist of quotes from an outside source, regurgitation of someone else’s ideas, or personal stories.

For example:

Big Bird (2012) stated that sexual violence was not an issue in developed countries. I disagree with that statement. I intern at a domestic violence shelter for my practicum and hear about the violence that occurs in this area. Even though Elmo (2013) stated that violence against women is lower in countries that have more liberties for women, violence against women in developed countries is still an epidemic. Since most victims of sexual violence know their perpetrator (Kermit, 2007) and most perpetrator are male (Dora 2013), I believe that we should develop preventative programs in middle and high school about sexual violence.
Discussion Board Etiquette

- Refrain from inappropriate language and personal attacks.
- Review your comments before you post for spelling and grammatical errors and to make sure it’s what you really want to say.
- Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Disagree with ideas, but do not make personal attacks.
- Be open to being challenged or confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- A majority of your reply should not be quotes from the initial post.

Grading Criteria Rubric and Conversion

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<th>B</th>
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<th>C</th>
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<th>D</th>
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<th>F</th>
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<tbody>
<tr>
<td>Group Manual</td>
<td>135</td>
<td>A 242-270 points</td>
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<tr>
<td>Group Facilitation</td>
<td>40</td>
<td>B 215-241 points</td>
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<tr>
<td>Group Observation</td>
<td>55</td>
<td>C 188-214 points</td>
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<tr>
<td>Discussion Board</td>
<td>40</td>
<td>D 161-187 points</td>
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<td>F 160 ≤ points</td>
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<td><strong>Total</strong></td>
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**COURSE OUTLINE AND CALENDAR**

**Course Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Monday</td>
<td>Introduction to Course</td>
<td></td>
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<tr>
<td></td>
<td>June 3rd</td>
<td>(online)</td>
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<td></td>
<td>June 3rd</td>
<td>Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 fee assessed for late registrants.</td>
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<tr>
<td>1</td>
<td>Tuesday</td>
<td>What is a group</td>
<td>BCB pp. 37-46</td>
<td>Discussion Board</td>
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<tr>
<td></td>
<td>June 4th</td>
<td>(online)</td>
<td>YL Ch.16</td>
<td></td>
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<tr>
<td>1</td>
<td>Wednesday</td>
<td>1st order cybernetics</td>
<td>BCB Ch. 1</td>
<td>Discussion Board</td>
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<tr>
<td></td>
<td>June 5th</td>
<td>2nd order cybernetics</td>
<td>BCB Ch. 2</td>
<td></td>
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<tr>
<td>1</td>
<td>Thursday</td>
<td>Ethical considerations</td>
<td>BCB pp. 144-147</td>
<td>Discussion Board</td>
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<tr>
<td></td>
<td>June 6th</td>
<td>(online)</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Notes</td>
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<tr>
<td>June 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Deadline to Drop First 5-Week Classes with No Record</td>
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<tr>
<td>2</td>
<td>Monday June 10&lt;sup&gt;th&lt;/sup&gt; (online)</td>
<td>Therapeutic factors</td>
<td>YL Ch.1</td>
<td>Discussion Board</td>
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<tr>
<td></td>
<td>June 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Deadline to Drop 8-Week Classes with No Record</td>
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<tr>
<td>2</td>
<td>Tuesday June 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Therapeutic factors</td>
<td>YL Ch. 4</td>
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<tr>
<td>2</td>
<td>Wednesday June 12&lt;sup&gt;th&lt;/sup&gt; (online)</td>
<td>Group creation</td>
<td>YL Ch. 8, 9, &amp; 10</td>
<td>Discussion Board</td>
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<td>2</td>
<td>Thursday June 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group development</td>
<td>BCB pp. 105-105</td>
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<td>YL Ch. 11</td>
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<td>3</td>
<td>Monday June 17&lt;sup&gt;th&lt;/sup&gt; (online)</td>
<td>Group development</td>
<td>YL Ch. 12</td>
<td>Discussion Board</td>
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<td>3</td>
<td>Tuesday June 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group cohesion</td>
<td>YL Ch. 3 &amp; 5</td>
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<td>June 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Deadline to Drop 10-Week Classes with No Record</td>
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<td>3</td>
<td>Wednesday June 19&lt;sup&gt;th&lt;/sup&gt; (online)</td>
<td>Group challenges</td>
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<td>Discussion Board</td>
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<tr>
<td>3</td>
<td>Thursday June 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group challenges</td>
<td>YL Ch.13</td>
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<td>June 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W) Student End of Course Survey Opens (First 5-Week Classes)</td>
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<td>4</td>
<td>Monday June 24&lt;sup&gt;th&lt;/sup&gt; (online)</td>
<td>Diverse populations</td>
<td>YL Ch. 15</td>
<td>Discussion Board</td>
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<td>4</td>
<td>Tuesday June 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Diverse populations</td>
<td>Chen (2012)</td>
<td>Group Observation Due</td>
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<td>Singh &amp; Salazar, 2010</td>
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<td>4</td>
<td>Wednesday June 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Integrating MFT models into Group Therapy</td>
<td>BCB pp.119-139</td>
<td>Group Manual Due</td>
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<td>Banks (2005)</td>
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<td>4</td>
<td>Thursday June 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Integrating MFT models into Group Therapy</td>
<td>Mertz, 2014</td>
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<td>Haber, 2011</td>
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<td>5</td>
<td>Monday July 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Presentation/ Group Facilitation</td>
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<td>Group Presentation</td>
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Technology Requirements and Support

This course will use the TAMUCT Instructure Canvas learning management system. Logon to TAMUCT Canvas [https://tamuct.instructure.com]
Username: Your MyCT username
(xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

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
*Course Calendar subject to change. See Canvas for updates*

**TECHNOLOGY**

**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 [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic 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.

For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

**Academic Accommodations.**
At Texas A&M University-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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**Important information for Pregnant and/or Parenting Students.**
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].
Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**The University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-4:00 p.m. Monday thru Thursday with online only hours Monday thru Thursday from 6:00-9:00 p.m.

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 UWC is here to help!

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) or by making an appointment via WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.
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 85,000 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 A&M-Central Texas 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 24 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 A&M-Central Texas 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 Library website [http://tamuct.libguides.com/index].

Absences and Grading
Students are required to attend and actively participate in every class meeting. 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.

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.