



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

**Texas A&M University – Central Texas**  
**MFT 5358 Group Process in MFT Summer 2022**  
**Thursdays at 6:30pm Hybrid Class**

**Instructor and Contact Information:**

**Instructor:** Maria Medina, Ph.D., Clinical Psychologist, AAMFT Clinical Supervisor, LMFT-S, LPC-S, LCDC, NCC

**Office:** WH 218

**Email:** [maria.medina98@yahoo.com](mailto:maria.medina98@yahoo.com) or [maria.medina@tamuct.edu](mailto:maria.medina@tamuct.edu)

**Office Hours:** Please email for appointment.

**Course Dates, Modality, and Location:**

Course Dates: Thursdays 6:30pm, June 09, 2022– July 28, 2022.

Location: Warrior Hall.

Modality: This is a 51% face to face and 49% online course. Please refer to class calendar for specific dates/times that course meets. This course utilizes the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. It 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 class meetings, as well as within the Canvas environment.

**Student-Instructor Interaction**

I will be available to meet to discuss and resolve class-related issues during my office hours. If you cannot communicate with me during my office hours, send an email so we can schedule an appointment time. I will also check and reply to emails during all office hours. Remember that there is only 1 of me and many of you, so allow at least 48 hours for a response.

**Class Decorum**

Student's active participation is essential to this course. In order for that to occur, it is expected that every student be respectful of the thoughts and feelings of others in this course. It is also expected that students will maintain confidentiality regarding the personal information that is shared during this course.

**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) [<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**:

*(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.

### Required Textbooks

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

**Additional Text-** not in book store- the required chapters can be found on Canvas

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

### 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 decisionmaking group play therapy. *International Journal of Play Therapy*, 23, 173-186.

## 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 on 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**

		<b>Group</b>
<b>Manual</b>	<b>120 points</b>	<b>A 188-210 points Group</b>
<b>Facilitation</b>	<b>40 points</b>	<b>B 169-187 points Discussion</b>
<b>Board</b>	<b>30 points</b>	<b>C 146-168 points</b>
<b>Group observation</b>	<b>20 points</b>	<b>D 125-145 points</b>
		<b>F 124 ≤ points</b>
<b>210 points</b>		<b>Total</b>

## COURSE OUTLINE AND CALENDAR

## Course Calendar

Week	Date	Topic	Reading	Due
1 online Class	Thursday 6/9 <b>*Live/Webex*</b>	Introduction to Course		
2 online Class	Thursday 6/16 <b>*Live/Webex*</b>	What is a group	BCB pp. 37-46 YL Ch. 16	
		1 <sup>st</sup> order cybernetics 2 <sup>nd</sup> order cybernetics		
		Ethical considerations		
		Therapeutic factors	BCB Ch. 1 BCB Ch. 2	
		<i>Deadline to Drop 10-Week Classes with No Record</i>	BCB pp. 144-147 Ware & Taylor, 2014	<b>Discussion Board 1 due 16 June 2022</b>
3 Face to Face Class	Thursday 6/23	Group creation <b>Group Presentation</b> 1. 2.	YL Ch.1 & Ch. 4	<b>Discussion Board 2 23 June 2022</b>
		<i>Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)</i>		
4 Face to Face Class	Thursday 6/30	Group development <b>Group Presentation</b> 1. 2.	YL Ch. 8, 9, & 10	<b>Discussion Board 3 30 June 2022</b>
		Group development		
		Group cohesion	BCB pp. 105-105 YL Ch. 11	
		Group challenges	YL Ch. 12	
5 Online Class	Thursday 7/7	<b>Group Presentation</b> 1. 2.	YL Ch. 3 & 5 YL Ch.13	<b>Discussion Board 4 7 July 2022</b>
		Diverse populations		
		Integrating MFT models into Group Therapy		
6 Face to Face Class	Thursday 7/14	<b>Group Presentation</b> 1. 2.	YL Ch. 15 Chen (2012) Singh & Salazar, 2010	<b>Discussion Board 5 14 July 2022</b>

			BCB pp.119-139 Banks (2005)	
7 Face to Face Class	Thursday 7/21	Integrating MFT models into Group Therapy		
		<b>Group Presentation</b> 1. 2.		
		Presentation/ Group Facilitation		
			Mertz, 2014 Haber, 2011	<b>Discussion Board 6 21 July 2022</b>
8 Face to Face Class	Tuesday 7/28 <b>*Live*</b>	<b>Group Presentation</b> 1. 2.		Group observation due

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

**TECHNOLOGY**

**Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

**Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

**Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

**Other Technology Support**

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email:

[helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

*Please let the support technician know you are an A&M-Central Texas student*

## **COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3->

[a37d46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSu](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSu)  
[bmit%2FFor m%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSu)].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/studentaffairs/student-conduct.html>].

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](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](https://tamuct.instructure.com/courses/717) 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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **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) [http://tamuct.libguides.com/index].

### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

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-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-5015955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For

additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care.

You can complete the [referral](#) online

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-5015800.

### **Absences and Grading**

Attendance is not taken during this course. 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.