

**Group Dynamics in Marriage and Family Therapy**  
**PC221-3**

**Mondays, 2:00-4:50**  
**Schlegel Hall 121**

**Instructors:**

Carol J. Cook  
Lynn A. Roberson  
302 Schlegel. Ext. 379  
[ccook@lpts.edu](mailto:ccook@lpts.edu)

**Course Description**

This introductory course is designed to assist students in gaining the rudimentary skills and knowledge of conducting group counseling in a practical way. The course will focus on psychotherapeutic, psychoeducational, and support groups in a brief format. An integration of psychological, theological, and systems thinking will be presented through theories, literature, and class interaction and personal reflection. Specific concepts and techniques will be framed in systemic ways of addressing group processes. Participants will explore and experience the interplay of therapeutic forces within the group process, their role as group leader in facilitating growth of the group as well as individual members, and the skills and responsibilities of the leader.

**Course Objectives**

<b><u>By the end of the semester, students will:</u></b>	<b><u>Student Learning Outcomes (SLO) &amp; MFT Competencies (MFTC:)</u></b>	<b><u>Assessment Signature Assignments</u></b>
<b>Identify and describe a variety of approaches to group therapy</b>	SLO 2: Demonstrate a broad knowledge of MFT theory. MFTC: 1.1.2 Understand theories and techniques of...group psychotherapy 1.1.4 Understand the risks and benefits of ...group psychotherapy 1.3.2 Determine who should attend therapy and in what configuration 2.2.3 Develop hypotheses regarding relationship patterns and their bearing on the presenting problem... 3.1.1 Know which models... are most effective for presenting problems 4.1.1 Comprehend a variety of individual and systemic therapeutic models...	Weekly written homework assignment grades  Final Paper
<b>Use at least one model of group therapy useful in a clinical or congregational setting to co-construct and co-lead a group session using models and methods learned in class</b>	SLO 1: able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards. MFTC: 1.1.2 Understand theories and techniques of...group psychotherapy 3.1.1 Know which models...are most effective for presenting problems 3.3.4 Structure treatment to meet clients' needs and...facilitate change 3.3.5: Manage...therapy toward treatment goals 2.3.8-Identify clients' strengths, resilience and resources.	Facilitate psychoeducation group
<b>Articulate how group therapy can be spiritually, theologically, and ethically integrated into the general practice of Marriage and Family Therapy and/or the ongoing life of a congregation.</b>	SLO 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice	Final paper

	of Marriage and Family Therapy. MFTC: 1.2.1- Recognize contextual and systemic dynamics... 3.1.1 Know which models...are most effective for presenting problems 4.1.2: Recognize strengths, limitations...of...therapy models 4.3.2-Deliver interventions that are sensitive to special needs of clients.	
<b>Demonstrate a therapeutic presence that includes respect, compassion, and reverence.</b>	SLO 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy. MFTC: 1.2.1- Recognize contextual and systemic dynamics.	Feedback from peers and instructors  Facilitate Psychoeducation group
<b>Multicultural Therapy Definition:</b> Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “..can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)		
<b>Evidence-based Practice Definition:</b> EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).		

## **SEMINARY POLICIES relevant to course participation**

### **For use of Inclusive Language**

In accordance with seminary policy (see the Student Handbook), students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For further assistance, see [http://www.lpts.edu/Academic\\_Resources/ASC/avoidinggenderbiasinlanguage.asp](http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp).

### **Academic Honesty**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center.

For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

### **Special Accommodations**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### **Attendance Policy**

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

### **Citation Policy**

Citations in your papers should follow the Seminary standard, which is based on these guides: American Psychological Association. *Concise Rules of APA Style*, 6<sup>th</sup> ed. Washington, D.C., 2010 or *Publication Manual of the American Psychological Association*, 6<sup>th</sup> ed. Washington, D.C., 2010.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.

*The Chicago Manual of Style*, 16<sup>th</sup> ed. Chicago, IL: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center. Double-spaced, 12 font, one inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Support Center provides instruction in all of these matters. Tutors are available to work with you on study habits, reading skills, and writing assignments.

## **ADDITIONAL COURSE POLICIES**

### **Classroom Discussion**

For ours to be an open classroom where freedom and respect are assured regarding one another's point of view, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails in the churches where students serve in ministry and is modeled by our students in their ministry placement settings.

### **Late papers**

Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty. Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

### **Use of Electronic Devices in Class**

Courses in pastoral care and counseling emphasize the practice of attentive listening. This is both a sign of mutual respect and a spiritual discipline essential to the ministry of caring for others. Therefore, the use of laptops in class is discouraged and may be prohibited depending on classroom dynamics. It is assumed that students will not send or read text messages during class. All cell phones should be turned off during class unless waiting for an important call, in which case you should let the professor know ahead of time. Checking of email or social networking sites will be grounds for dismissal from the session and will affect the student's course participation grade.

## **PRIMARY TEXTBOOKS**

Corey, Gerald, Marianne Schneider Corey, and Robert Haynes. *Student Workbook for Groups in Action: Evolution, and Challenges*, 2<sup>nd</sup> ed. Belmont, CA: Brooks/Cole Cengage Learning, 2014

Corey, Marianne Schneider, Gerald Corey, and Cindy Corey. *Groups: Process and Practice*, 9<sup>th</sup> ed. Belmont, CA: Brooks/Cole Cengage Learning, 2014

Jones, Kirk Byron. *Fulfilled: Living and Leading with Unusual Wisdom, Peace, and Joy*. Nashville: Abingdon Press, 2013

## **COURSE REQUIREMENTS**

**Suggested:** keep a journal of your experience during the course, to help you remain conscious of group dynamics as they unfold.

***Class participation (15%)*** evaluated by the following criteria:

- accurate use of material assigned
- attention to and ability to engage contributions of classmates
- openness to reflect critically on the implications of ideas discussed from readings and presentations
- prompt, regular attendance; absences and/or tardiness will seriously impact your participation and overall course grade
- completion of additional short discussion-oriented assignments

***Facilitate a psychoeducation group***

- Meet with instructors on Tues to coordinate planning for upcoming Mon session
- Demonstrate a therapeutic presence that includes respect, compassion, and reverence.
- Facilitate inspirational sharing from assigned Jones chapter
- Facilitate psychoeducation group for 60 min

***Weekly homework***

- One sentence to one short paragraph response to each discussion question to be turned in at the beginning of class in hardcopy

***Five page double-spaced paper***

- Articulate how group therapy can be spiritually, theologically, and ethically integrated into the general practice of Marriage and Family Therapy and/or the ongoing life of a congregation.
- Due: Thursday noon, Dec 11, in hardcopy in Carol's office: 302 Schlegel Hall

### **Group Therapy Comprehensive Rubric**

**Scoring Directions:** Mark or highlight observations in each area. Complete rating score at the end of the rubric.

**Scoring:** 0-2 unacceptable, 3-5 marginal, 6-8 expected, 9-10 exceeds expectations for student's level of training. (Grading suggestions: 0-3 Unacceptable, 3=C, 4=B-, 5=B, 6=B+, 7=A-, 8=A, 9-10 special commendation)

**Level of Training:** Expectation for this class is achievement of **Basic Knowledge and Skill.**

### Assignment Instructions:

#### ***I. Facilitate a psychoeducation group***

- Meet with instructors on Tues to coordinate planning for upcoming Mon session
- Demonstrate a therapeutic presence that includes respect, compassion, and reverence.
- Facilitate inspirational sharing from assigned Jones chapter
- Facilitate psychoeducation group for 60 min

	Exceeds Expectations for level of training (9-10)	Expected (6-8) 8=A, 7=A-, 6=B+	Marginal (3-5) 5=B, 4=B-, 3=C	UA (0-2)	SLOs and Competencies
Rubric for I	1-Demonstrates excellent grasp of group theory in constructing and conducting group	Demonstrates good use of group theory, appropriate to level of training, in constructing and conducting group	Demonstrates very basic use of group theory in constructing and conducting group		SLO:1 MFTC: 1.1.2  Score:
	2-Demonstrates knowledge of models appropriate for presenting problem or issue beyond level of training	Demonstrates good knowledge of models appropriate for presenting problem or issue	Demonstrates very basic knowledge of models appropriate for presenting problem or issue,		SLO: 1 & 2 MFTC: 3.1.1  Score:
	3-Shows excellent ability to structure group to meet client needs and facilitate change	Shows good ability to structure group to meet client needs and facilitate change	Shows very basic ability to structure group to meet client needs and facilitate change		SLO: 1 MFTC: 3.3.4 3.3.5  Score:
	4-Demonstrates excellent therapeutic presence that includes respect, compassion and reverence, beyond expected for level of training	Demonstrates therapeutic presence that includes respect, compassion and reverence in a way expected for level of training	Demonstrates basic awareness of therapeutic presence that includes respect, compassion and reverence		SLO: 5 MFTC: 1.2.1  Score:
	5-Shows excellent ability to identify client strengths, resilience and resources, beyond level of training	Shows appropriate ability to identify client strengths, resilience and resources	Shows beginning ability to identify client strengths, resilience and resources		SLO: 1 MFTC: 2.3.8  Score

**I. Five page double-spaced paper**

- Articulate how group therapy can be spiritually, theologically, and ethically integrated into the general practice of Marriage and Family Therapy and/or the ongoing life of a congregation.

	Exceeds Expectations for level of training (9-10)	Expected (6-8) 8=A, 7=A-, 6=B+	Marginal (3-5) 5=B, 4=B-, 3=C	UA (0-2)	SLOs and Competencies
	1-Demonstrates excellent understanding of group psychotherapy, beyond level of training	Demonstrates good understanding of group psychotherapy	Demonstrates basic understanding of group psychotherapy	UA	SLO: 2 MFTC: 1.1.2  Score:
	2-Demonstrates excellent understanding of risks and benefits of group psychotherapy	Demonstrates good understanding of risks and benefits of group psychotherapy	Demonstrates very basic understanding of risks and benefits of group psychotherapy	UA	SLO: 2 MFTC: 1.1.4  Score:
	3-Demonstrates awareness of contextual and systemic dynamics beyond training level	Demonstrates an appropriate awareness of contextual and systemic dynamics	Demonstrates a beginning awareness of contextual and systemic dynamics	UA	SLO: 5 MFTC: 1.2.1  Score:
	4-Demonstrates excellent awareness of which models are most effective for presenting problems	Demonstrates appropriate awareness of which models are most effective for presenting problems	Demonstrates beginning awareness of which models are most effective for presenting problems	UA	SLO: 5 MFTC: 3.1.1 4.1.2  Score:
	5-Demonstrates a well-developed framework for delivering interventions that are sensitive to the special needs of clients	Demonstrates thoughtful framework for delivering interventions that are sensitive to the special needs of clients	Demonstrates concern for delivering interventions that are sensitive to the special needs of clients	UA	SLO: 5 MFTC: 4.3.2  Score:
	6-Paper demonstrates exceptional writing skills. Paper is coherent, covers all assigned areas, and demonstrates	Paper demonstrates excellent writing skills. Paper is coherent, covers all assigned areas, and shows careful thought	Paper demonstrates adequate writing skills. Paper is coherent, covers all assigned areas.	UA	SLO: NA MFTC: NA



	exceptional depth of thought or creativity.	about primary concepts.			
<b>I. Weekly homework</b> <ul style="list-style-type: none"> <li>One sentence to one short paragraph response to each discussion question to be turned in at the beginning of class in hardcopy</li> </ul>					
	Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	SLOs and Competencies
Rubric for III	Homework assignments show an excellent (beyond expected level of training) understanding of group theory, risks and benefits of group theory, good use of group theory as applied to a relational and systemic context.	Homework assignments show a good understanding of group theory, risks and benefits of group theory, good use of group theory as applied to a relational and systemic context.	Homework assignments a beginning understanding of group theory, risks and benefits of group theory, good use of group theory as applied to a relational and systemic context.	UA	SLO: 2 MFTC: 1.1.2, 1.1.4, 1.3.2, 2.2.3, 3.1.1, 4.1.1  Score:
<b>II. Category Score:</b>  <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">-1  0</div> <div style="text-align: center;">             I-----I-----I-----I-----I-----I-----I-----I-----I-----              10    9       8       7       6       5       4       3       2       1           </div> </div>					score <hr/> <hr/>
<b>III. Class participation</b> evaluated by the following criteria: <ul style="list-style-type: none"> <li>accurate use of material assigned</li> <li>attention to and ability to engage contributions of classmates</li> <li>openness to reflect critically on the implications of ideas discussed from readings and presentations</li> <li>prompt, regular attendance; absences and/or tardiness will seriously impact your participation and overall course grade</li> <li>completion of additional short discussion-oriented assignments</li> </ul>					
	Exceeds Expectations for level of training (9-10)	Expected (6P-8)	Marginal (3-5)	UA (0-2)	SLOs and Competencies
Rubric for IV	Class participation demonstrates exceptional	Class participation demonstrates full engagement of course	Class participation demonstrates basic engagement of course		SLO: 2 & 5  MFTC:

	engagement of course material and class projects and processes. Contributions show exceptional understanding of group theory, risks and benefits of group theory, good use of group theory as applied to a relational and systemic context.	material and class projects and processes. Contributions show a good understanding of group theory, risks and benefits of group theory, good use of group theory as applied to a relational and systemic context.	material and class projects and processes. Contributions show basic understanding of group theory, risks and benefits of group theory, good use of group theory as applied to a relational and systemic context.		1.1.2, 1.1.4, 1.3.2, 2.2.3, 3.1.1, 4.1.1
--	---	---	--	--	--

**Average score for assignment:** \_\_\_\_\_

**Total points:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Comments:**

Group Therapy Aggregated Rubric Scores														
Signature Assignment	Facil PE grou p Cat I.1	Cat I.2	Cat I.3	Cat I. 4	Cat I.5	5 Page Pap Cat II.1	Cat II.2	Cat II.3	Cat II.4	Cat II.5	Cat II.6	Home Work Cat III	Class Part Cat IV	
Student														
1														
2														
3														
4														
5														
6														
7														
8														
9														
Mean Score														
SLOs	1	1, 2	1	6	1	2	2	5	5	5	5	2	2, 5	
MFTCs	1.1.2	3.1.1	3.3.4 3.3.5	1.3.1	2.3.8	1.2.1	1.1.4	1.2.1	3.1.1 4.1.2	4.3.2	NA	1.1.2 1.1.4 1.3.2 2.2.3 3.1.1 4.1.1	1.1.2 1.1.4 1.3.2 2.2.3 3.1.1 4.1.1	