

ASSUMPTION UNIVERSITY
Graduate School of Counseling Psychology

Course Outline for:

Master of Art Psychology
PS-6003: Family Dynamics
and
Doctor of Philosophy in Counseling Psychology:
DCP-8201: Family and Group Dynamics in
Counseling

Course start date: Sep. 3, 2015
Time: 18:30-21:30 Thursdays
Instructor: Reggie Pawle, Ph.D.
Location: Room C-91, Bldg. C, ABAC Huamak Campus
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Office Hours: By appointment

Course Description:

This three credit course will instruct students on group therapy (DCP students) and family dynamics (DCP and MAP students), roles, structure and dynamics as well as effects of culture and social systems on groups and families. Issues such as family violence, abuse and addictions will be explored and discussed and family therapy and group models used to conceptualize and intervene with these and other problems will be explored. Some of the family therapy models reviewed will be Bowen family systems, structural, experiential, psychoanalytic, cognitive-behavioral, strategic, solution-focused, feminist, narrative and integrative family therapy. Group therapy theory and practice will primarily follow the model put forth by Irvin Yalom though other models and applications will be reviewed. An introduction to couples therapy and presentation of research supported couples therapy will be presented as well. Students will share observations on community based programs, their own experiences within their own cultural or family context and findings from a review of the recent research on a topic of their choice to enhance their and other students' knowledge base about group and family dynamics and therapy.

Learning Objectives: NOTE: Due to the combining of Group Therapy and Family and Group Dynamics, MAP students will be exposed in class to group therapy and interventions but will **not** be held responsible to know this information on exams etc. The instructor will tell you what will be on the exams when there is overlap between family and group topics.

Upon successful completion of this course, the student will be able to:

1. Appreciate history of key developments in the field group therapy and family interventions.
2. Identify key terms used in the theory and practice of various group and/or family therapy models.
3. Be aware of some of the ethnic and cultural issues faced by the modern clinician and how to approach clients from different cultures and backgrounds in an ethical and efficacious manner in the group or family therapy context.
4. Become familiar with strategies and tools in intervening with groups and families or

family subsystems from the models listed above and others through a broad range of presenting problems.

5. Become aware of some of the more recent trends in group and family theory and treatment.
6. Learn about research methods and areas of study in family and group literature.

Requirements:

Students will be required to attend class on time and to participate therein. All writing assignments should adhere to APA (American Psychological Association) guidelines.

Instructional Tools:

The methods of teaching will include, at a minimum, lecture, homework, examination, in class exercises and student presentations. Various articles and lecture material will be introduced from time to time throughout the course and may not be listed on the syllabus.

Class Assignments:

1. **Ph.D. in CP and MAP** students will be required to visit at least two sessions of family or group related community support program such as Alanon, AA or NA or any other pre-approved group program they can gain permission to observe. Students will write a short one or two page report about the groups and share a brief synopsis with their classmates. MAP students should focus on family related matters (impact of alcoholism on the family). Students are encouraged to get this assignment done early in the course such as by week 4 or 5.
2. **DCP and MAP students will have a paper due in week Nine of the course.** The paper will be a 7 to 10 page paper on a topic of your choice related to family dynamics, issues, therapy or treatment. Students will conduct a literature review using books or journal articles on their topic of choice. This paper should adhere to APA format, especially the references and citation process. See the latest edition of the Research and Writing Manual for assistance. **Students will summarize their findings to the class in a power point (or other pre-approved method) presentation lasting from 10 to no more than 20 minutes. All papers will be evaluated on turnitin.com so please do not cut and paste information into your paper...paraphrase into your own words and then properly cite each idea you borrowed for your paper.**
3. **Ph.D. in CP students** will have to conduct a mock group using this class in a role play situation. This can be any type of leader run group such as a cancer support group, DBT skills workshop, depression group, divorce group, grief and loss group or a regular process group. The student will have to make up some problems for the students to discuss and write them on a card or piece of paper describing how they should perform their roleplay, what to say, what issues they have etc. They should also inform the group role players at what stage of development the group is in to help facilitate the group.

Exams:

The course examinations in weeks 7 and 15 will be tests consisting of multiple choice and true or false questions (20 to 25 questions). These exams will require the student to know key features and interventions of group dynamics for DCP students and family dynamics for DCP and MAP students and to apply them. As noted above, MAP students will not be held responsible for any questions pertaining to group dynamics.

Evaluation: Note: English language ability will not be counted against the student unless it cannot be deciphered (figured out and understood) at all.

	MAP	DCP
Attendance and Class Participation	5 %	5%
Assignment 1 (Report on a group in community)	10%	10%
Midterm Exam	30%	20%
Assignment 2 (Midterm paper/presentation due in week 9)	25%	20%
Final Exam (week 15)	30%	25%
Group Therapy role play for Ph.D. in CP		20%

Grading System:

Grade A	> 93 %
Grade A-	90-92 %
Grade B+	87-89 %
Grade B	83-86 %
Grade B-	80-82 %
Grade C	79% and below

Class Attendance and Classroom Behavior:

- 1.) Attendance: Students are required to attend every class punctually as roll will be called at 6:30. Each full 15 minutes of tardiness will count toward 1/3 of an absence. There will be a 15-minute break during class. More than three class absences will result in point deductions and may result in being barred from participating in the final examination or final presentation. Consideration will be given to students who inform the instructor of absences in advance.
- 2.) On Proper Behavior inside the classroom: No eating or drinking (except water) will be allowed inside the classroom. Behavior such as slouching in seats and wearing of improper attire are discouraged. Cell phones must be put on silent mode while class is in progress. Thank you for adherence to these standards and rules.
- 3.) Plagiarism will not be tolerated and will be grounds for possible dismissal, course failure and/or other disciplinary actions in accordance with department and university policies. This includes “cutting and pasting” material from its original source. Material should be paraphrased and properly cited and referenced per APA guidelines and suggested format.

Topics by week: Note: The following schedule is subject to change with notification. Ph.D. in CP students will be expected to read both Yalom, *The Theory and Practice of Group Psychotherapy* (5th ed.) and Nichols, *The Essentials of Family Therapy* whereas the MAP students are required to read the Nichols text only. We will try to read about one chapter per week, sometimes two, as applied to both texts. Again, assignments are subject to change throughout the course.

Week 1: Introductions and review of student’s professional and academic goals. Review and discussion of course. Introductory remarks regarding counseling psychology therapist effectiveness variables: warmth, genuineness and accurate empathy and the process of collaboration as a modern trend, useful for group and family therapy.

Week 2: Further review and explanation of course outline/syllabus assignments. Review of introductory chapters of Nichols (ch. 1 and 2) and Yalom (ch. 1).

Week 3: Review of course projects for both MAP and Ph.D. in CP students. Review Ch. 3 in Nichols and Ch. 2 in Yalom.

Week 4: Review of assignments. Lecture on Codependency and review of Ch. 4 in Nichols and Ch. 3 in Yalom. Presentation of any student's Assignment 1 community group experience.

Week 5: Review of Ch. 5 in Nichols and Ch. 4 in Yalom. Presentation of any student's Assignment 1 community group experience.

Week 6: Review of Ch. 6 in Nichols and Ch. 5 in Yalom. Presentation of any student's Assignment 1 community group experience.

Week 7: *Midterm Exam.* Review of Ch. 16 in Nichols and Ch. 6 in Yalom.

Week 8: Review of Nichols Ch. 7 and Yalom Ch. 7.

Week 9: *Assignment 2 due. Students to present their literature review synopsis to the class.* Review Nichols Ch. 8 and Yalom Ch. 8.

Week 10: Review Nichols Ch. 9 and Yalom Ch. 9. Finish any leftover presentations.

Week 11: Review Nichols Ch. 10 and Yalom Ch. 10. Review Hahlweg Ch. 2.

Week 12: Review Nichols Ch. 12 and 13 and Yalom Ch. 11.

Week 13: *Final Exam* and finish any final presentation or role plays for the DCP students.

Required Books:

Yalom, I. D. (2005). *The Theory and Practice of Group Psychotherapy* (5th ed.). New York: Basic Books.

Nichols, M. P. (2006). *The Essentials of Family Therapy* (3rd ed.). Boston: Pearson / Allyn & Bacon.

Hahlweg K, Grawe-Gerber M., Baucom D. H. (Eds., 2010). *Enhancing Couples: The shape of therapy to come.* Hogrefe Publishing.

Other recommended reading:

Ariel, S. (1999). *Culturally Competent Family Therapy: A General Model.* Westport, CT: Praeger Publishers.

Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987). *Milan Systemic Family Therapy: Conversations in Theory and Practice.* New York: Basic Books.

Campbell, D., Draper, R., & Huffington, C. (1991). *Second Thoughts on the Theory and*

- Practice of the Milan Approach to Family Therapy*. London: Karnac Books.
- Coombs, R. H. (Ed.). (2005). *Family Therapy Review: Preparing for Comprehensive and Licensing Examinations*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Flaskas, C. (2002). *Family Therapy beyond Postmodernism: Practice Challenges Theory*. London: Routledge.
- Haley, J., & Hoffman, L. (1967). *Techniques of Family Therapy*. New York: Basic Books.
- Hahlweg K, Grawe-Gerber M., Baucom D. H. (Eds., 2010). *Enhancing Couples: The shape of therapy to come*. Hogrefe Publishing.
- Hoffman, L. (1993). *Exchanging Voices: A Collaborative Approach to Family Therapy*. London: Karnac Books.
- Holmes, G. R., Heckel, R. V., & Gordon, L. (1991). *Adolescent Group Therapy: A Social Competency Model*. New York:
- Motherwell, L. & Shay, J. J. (Eds.). (2005). *Complex Dilemmas in Group Therapy: Pathways to Resolution*. New York: Routledge.
- Falicov, C. J. (2003). Chapter 3 Culture in Family Therapy. In *Handbook of Family Therapy: The Science and Practice of Working with Families and Couples*, Sexton, T. L., Weeks, G. R., & Robbins, M. S. (Eds.) (pp. 37-55). New York: Brunner-Routledge.
- Sexton, T. L., Weeks, G. R., & Robbins, M. S. (Eds.). (2003). *Handbook of Family Therapy: The Science and Practice of Working with Families and Couples*. New York: Brunner-Routledge.
- S.Ng, K. (Ed.). (2003). *Global Perspectives in Family Therapy: Development, Practice, and Trends*. New York: Brunner-Routledge.
- *White, M. & Epston, D. (1990). *Narrative Means to Therapeutic Ends*. New York/London: Norton Press.