



GRADUATE ART THERAPY PSYCHOLOGY DEPARTMENT

COURSE SYLLABUS - SPRING 2023 - AT 5210: METHODS OF GROUP & FAMILY THERAPY (3 units)

Mondays 3:00 – 6:00 PM - Brown House - Instructor: Deborah A. Sharpe, ATR-BC

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by appointment**

COURSE DESCRIPTION

This course examines how art therapy is incorporated into the counseling and psychotherapeutic theories, techniques and standards of practice used by professional marriage and family therapists, clinical counselors and art psychotherapists, in a multicultural, diverse society as a vehicle to individual and social change. Students will receive an overview and training in a variety of effective family systems and group dynamic psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family relationships using verbal and non-verbal modalities. Course content will include group counseling theories and techniques, utilizing group therapy experiential activities and principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, and group counseling methods. The course will teach students to develop and analyze clinical applications to family systems theories paralleling its application to group dynamics and assessment. Exploration of effective art therapy assessments, interventions and application of leadership skills will be emphasized while interweaving legal and ethical issues of counseling groups and families. Students will formulate treatment-planning methods integrating family systems theory. Art therapy group and family experiential activities are incorporated to provide training in the treatment of a variety of settings, techniques, applications and standards of practice in the clinical counseling and/or marriage and family, and art therapy fields.

PROGRAM LEARNING OUTCOMES

1. Demonstrate professional development and clinical suitability.
2. Demonstrate the ability to effectively apply art therapy and marriage and family therapy (for MA-MFT program) or professional counselor (for MA-AT program) interventions.
3. Understand a) claims and evidence and b) methods of implementation of interventions related to art therapy and marriage and family therapy (for MA-MFT program) or professional counselor (for MA-AT program).
4. Understand and be able to implement ethical and legal guidelines in treatment as well as scholarly work.
5. Understand, integrate, and communicate research data related to art therapy, marriage and family therapy (for MA-MFT program) or professional counselor (for MA-AT program).

COURSE LEARNING OBJECTIVES (CLO), at the end of the course:

1. Students will demonstrate their ability to apply and understand the role of a group and family systems therapist and art therapist adapting group therapy and family therapy principles, techniques and standards in different therapy settings with different populations to accommodate a variety of functional levels among group members both verbally and in the art media to support human development and growth.
2. Students will understand several family counseling and psychotherapeutic theories and techniques, including the counseling process in a multiculturally diverse society, develop knowledge of specific treatment issues, special populations, application of counseling constructs, assessment, prognosis and treatment planning, clinical interventions, therapeutic relationships, psychopathology, diagnosis, severe mental disorders or other clinical topics.
3. Students will gain a working knowledge of group art therapy and mental health counseling theories and techniques, including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

4. Students will integrate the principles of the mental health recovery-oriented model of resilience, wellness and prevention that enable persons to cope with diversity, trauma, tragedy, and threats by utilizing a positive psychology approach integrated in an art experiential as treatment to adopt an optimistic reframe to life's challenges in a family systems approach consistent with current professional research and best practice.
5. Students will apply client-centered advocacy in a written treatment plan by researching, identifying, and accessing resources, or others activities, related to obtaining or providing services to groups of clients in order to understand the importance of connecting families to resources in their community with an emphasis on the unique and complex array of human problems, symptoms, and needs of Californians served by therapists.
6. Students will recognize and identify their role in understanding how various cultures, social and psychological implications of socioeconomic positions; poverty and social stress impact the family's mental health and recovery as well as the understanding of marriage, divorce and the blended families which impact the class of the individual in the system.
7. Students will develop a working knowledge of legal and ethical issues of group and family therapy and the impact of marriage, divorce and blended families on individuals in systems.
8. Students will adopt a 'not knowing stance' in order to develop those personal qualities that are intimately related to the counseling situation such as integrity, sensitivity, flexibility, insight, compassion and personal presence specific to their role of privilege, class and gender.
9. Students will demonstrate professional writing through a 10 page APA paper analyzing a group dynamic and a 3-page treatment plan using a family system theoretical approach.
10. Students will demonstrate these learning objectives by active participation in small and large class discussions and dialogue of reading material, class experiential activities, art experiential homework assignments, active participation in their group presentation, journal writing and development of a treatment plan and APA paper analysis of a specific group dynamic of their choice incorporating a myriad of group therapy theoretical concepts.

RELATED CAAHEP/ACATE COMPETENCIES

More specifically, by successfully completing the requirements for this course, students will be able to:

- e.K.1 Describe the theoretical foundations of group work with an emphasis on group art therapy
- e.K.2 Explain dynamics associated with group process and development
- e.K.3 List therapeutic factors and how they influence group development and effectiveness
- e.K.4 Identify types of groups and formats
- e.S.1 Develop approaches to forming groups, including recruiting, screening, and selecting members
- e.S.2 Demonstrate characteristics, skills, and functions of an effective group leader
- e.S.3 Consider purpose, goals, population characteristics, when designing art therapy groups in a variety of settings
- e.S.4 Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups
- e.A.1 Incorporate critical thinking skills and defend rationale of art processes and media selection for the group therapy context
- e.A.2 Evaluate the experience of artmaking on group development and effectiveness
- e.A.3 Recognize the value of participating in a group and engaging in group process, group stages, and group dynamics
- h.K.1 Compare and contrast theories of individual and family development across the lifespan, including, but not limited to typical and atypical cognition, personality, human sexuality, moral and creative capacities
- h.K.2 Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan
- i.K.5 Review therapeutic process (relationship building; mid-phase; termination)
- i.K.7 Understand a systems approach (family, community, political)
- i.S.1 Utilize art materials and processes within the context of building the therapeutic relationship
- i.S.2 Perform interviewing skills

- i.A.1 Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process
- I.A.4 Acknowledge transference and countertransference
- i.A.5 Value consultation, collaboration and inter-professional teamwork
- k.A.1 Recognize the implications of applying theoretical foundations to therapeutic practice
- I.K.4 Understand procedures for identifying/reporting suspected abuse

THE ART THERAPY, LMFT AND/OR LPCC CONTENT AREA ADDRESSED THROUGH THIS COURSE INCLUDE:

1. Students will learn art therapy theory, techniques and standards of practice with families and groups and how the role of the group and family systems therapist can apply and utilize adaptive means in order to adjust to different therapy settings applying a variety of art media to support human development and growth.
2. Students will gain understanding of group art therapy and mental health counseling theories and techniques, including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.
3. Students will read about and have a working knowledge of the advanced counseling and psychotherapeutic theories and techniques of practice utilizing art therapy, clinical counseling and/or marriage and family therapy, to develop knowledge of specific treatment issues, special populations, application of counseling constructs, assessment, prognosis and treatment planning, clinical interventions, therapeutic relationships, psychopathology, diagnosis, severe mental disorders or other clinical topics to assist in selection of appropriate counseling interventions, group and family models of counseling consistent with current professional research and best practices.
4. Students will read and discuss how class and socio-economic status of families and individuals affects their mental health, recovery and treatment and how assessment must integrate cultural and social diversity which may underlie how poverty can impact social stress.
5. Students will be encouraged to explore themselves as part of a system, gaining perspective of multicultural counseling theories and techniques, including the counselors' role in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies of advocacy for diverse populations, whereby the counselors' role helps in eliminating biases and prejudices and processes of intentional and unintentional oppression and discrimination.
6. Students will be taught a variety of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple and family relationships in order to prepare students to be familiar with the broad range of matters that may arise within marriage and family relationships with an emphasis of specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by therapists.
7. Students will be taught the impact of legal and ethical issues related to group therapy and family systems therapy including the understanding of marriage, divorce and the blended family.
8. Students will learn the significance of client centered advocacy in counseling theory and how positive psychology incorporates the recovery model of resilience of personal, family and community qualities which enables persons to cope with diversity, trauma, tragedy, mental illness and encourages a strengths focus of treatment as depicted in several evidence-based therapy models of treatment.

TEACHING METHODS: The instructor will incorporate lecture, large and small group discussion, demonstration, student projects and group class presentation, video, PowerPoint slides, role-plays, treatment planning, journal entries, art and group experiential exercises and class participation in group experiences and case studies to present the foundations of group/family psychotherapy and group/family art therapy approaches.

EDUCATIONAL STANDARDS: WASC is prioritizing the educational standard that requires courses taught at the Master Degree level demand two hours of out-of-class work for every one hour of in-class work (i.e. a three-unit class needs to require approximately 90 hours of additional work, outside the 45 hours spent in class, for a total of 135 hours). The additional 135 outside-class hours will be met through 1) required readings of textbooks and articles posted on Moodle, 2) creation of a Social Atom art experiential, 3) a written treatment plan, 4) creation of an Altered book experiential, 5) 10 page APA paper, 6) a journal, 7) portfolio, 8) outside class meetings.

HOURS REQUIREMENT: 180 hours. In class 3-units: 45 hours + Outside class requirements: 135 hours minimum

ASSESSMENTS:

- 1) Required readings of three textbooks and articles posted on Moodle

- 2) Classroom participation in creative activities, discussions and presentations
- 3) Creation of a Social Atom art experiential
- 4) Creation of an altered book experiential
- 5) Group in-class presentation
- 6) A written treatment plan
- 7) A 10 page APA paper
- 8) A journal
- 9) A portfolio
- 10) Outside of class group meetings

GRADING POLICY AND EXAMS:

Grading System:

<u>Percent</u>	<u>Grade</u>	<u>Grade</u>	<u>Points Per Unit</u>
97-100	A+	4.0	
94-96	A	4.0	
90-93	A-	3.7	
87-89	B+	3.3	
84-86	B	3.0	
80-83	B-	2.7	
77-79	C+	2.3	
74-76	C	2.0	
70-73	C-	Unacceptable	
69 or below		Unacceptable	

Attendance: Students are expected to attend all classes. Unexcused absences will affect student grades; the grade will be reduced one letter grade per class day missed.

Assignments due: Students are to submit assignments to Moodle **by 3 pm on the due date.**

Grading Criteria for Written Assignments (Rubric Below Details Standards/Requirements):

Depth, Quality of Content, Articulation of Content and Readability	60%
Organization & Adherence to Assignment Criteria	20%
Adherence to APA Style, Grammar/Spelling/Punctuation	20%

GRADING RUBRICS:

Criteria for Evaluation: Written Assignments	Grade A: Meets or exceeds standards	Grade B: Meets standards	Grade C: Meets minimum standards
Argument articulation clear and well organized			
Comprehensive treatment of subject area			
Depth of treatment of subject area			
Claims clearly articulated and thought provoking			
Claims supported with relevant literature (primary sources)			
Supporting literature analyzed and integrated			
Conclusion summarizes argument and directs towards further inquiry			

GRADING RUBRICS:

Criteria for Evaluation Contributions to Learning Dialogue	Grade A: Meets or exceeds standards	Grade B: Meets standards	Grade C: Meets minimum standards
Demonstrates understanding of arguments presented through questions and clarifications			
Contributes to dialogue through developing arguments that integrate theoretical information			
Depth of treatment of subject area			
Arguments clearly articulated and thought provoking			
Claims supported with arguments that refer to relevant literature or public discourse			
Demonstrates interpersonal skills and diversity in awareness			
Conclusion summarizes argument and directs towards further inquiry			

Additional Policies:

An INCOMPLETE assignment for the course or unexcused absence (not related to a medical reason) reduces the grade 1/2 a step, i.e. A to A-, or B- to C. Assignments handed in more than 7 days late without discussing with the teacher prior to the due date will lower your grade by one full grade. Working on late assignments in class will also reduce your grade. Only in special circumstances will make-up tests or make-up assignments be allowed (e.g. arrangements made with the teacher prior to the test or in case of a valid emergency). Assignments will not be accepted after 3pm on Monday of finals week, and students will receive 0 points on the missing assignments. **I will not be chasing you down to follow-up on missed assignments.**

Use of Electronic Devices in Class:

The use of cell phones for non-academic reasons is prohibited during class, with the exception of use for documenting your own artwork. Please turn them off or silence them prior to class beginning. I recommend enabling the do not disturb feature for the duration of our course time. Please do not split your attention by browsing the web, checking social networking sites, email, working on other assignments, etc.

Art Supplies:

Although we may have some materials available, because of COVID, we are asking that you also bring your own art supplies to class. Please refer to the list of required art supplies on **page 18** of this syllabus and plan to have a variety of art supplies available for your use during class.

Academic Honesty:

Academic honesty means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to our learning community and developing professional skills and values that will serve you well into the future. Academic honesty is one of the most important values of a university community, and breaches of this trust have serious consequences. Unless you are directly quoting an author and referencing his or her work, you must use your own words to express your ideas. If any of the ideas used in an assignment do not represent your original ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard

copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

Privacy and Confidentiality:

Students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

4

Grievances:

First, talk with your professor about your concerns, within a timely manner. I am always open to your concerns and being able to talk about concerns is the hallmark of therapy. If your concerns are not resolved or you are not satisfied with the plan to resolve the problem, the policy is to consult the Chair of the Art Therapy Department; Dr. Amy Backos. If your concerns are not resolved, you can contact Dr. Richard Carolan, director of the Art Therapy Psychology PhD program.

Sovereign Rights:

We acknowledge that Dominican University of CA sits on the unceded ancestral homeland of the Coastal Me-Wuk who are the original peoples of this area. We recognize that we benefit from living and working on their traditional homeland, and we affirm their sovereign rights as first peoples.

Social Justice:

We in the Art Therapy Psychology Department support social justice movements, including Black Lives Matter, to enhance our work as culturally humble art therapists.

RESOURCES:

Accessibility and Disability Services Office

- <https://www.dominican.edu/directory/accessibility-and-disability-services-office>
- accessibility@dominican.edu
- (415) 257-1388

CARE Team:

From [CARE team](#) (Connection, Advocacy, Resources, Education) website: The CARE Team serves as the centralized body for discussion and action regarding students in need of additional support and students exhibiting behaviors that may indicate distress. The CARE Team supports students directly, as well as through consultation with campus partners. When necessary, the CARE Team also assesses risk of harm to the University community and coordinates appropriate action to ensure the safety of individual students and the University at large.

Counseling Services:

Counseling Services provides a supportive environment where students can explore, change and grow at their own pace. Counseling can help with issues ranging from test anxiety to family conflict, from alcohol and drug use to general feelings of being “stuck.” <https://www.dominican.edu/campus-life/health-and-wellness/university-counseling-services>

- Every Dominican student is eligible to use Counseling Services, free of charge, during their time at Dominican. Make an appointment using the link above
- Our counselors are Marriage and Family Therapist trainees or associates who are advanced students in, or graduates of the Master's in Counseling Psychology program at Dominican.
- Appointments are available throughout the day, Monday through Friday, including some evenings. Appointments typically last 50 minutes.

Student Success Center: Integrative Coaches + Peer Mentors <https://www.dominican.edu/directory/student-success-center>

- The Student Success Center provides a collection of services that support students' academic, personal, and professional

goals, connecting students to campus and community resources.

- All students are encouraged to connect with Integrative Coaches for academic support. Email sscstu@dominican.edu to arrange for a meeting with an integrative coach and/or to request contact with a peer mentor.

Tutoring and Learning Center: <https://www.dominican.edu/directory/tutoring-and-learning-center>

Title IX: Faculty are mandated reporters:

<https://www.dominican.edu/about/safety-and-emergency-information/sexual-misconduct-title-ix-and-discrimination>

CLINICAL SUITABILITY AND/OR ACADEMIC CONCERNS:

A “Notice of Concern Form” may be completed by the instructor if s/he is concerned about a student’s clinical suitability, academic performance, interpersonal and/or social interactions, professionalism, or has other areas of concern. This notice will be reviewed with the Chair of the Art Therapy Program and with the student. Steps for improvement/resolution will be proposed and a copy will be placed in the student’s file and reviewed at a later date, or as an ongoing process, if needed.

Required Textbooks Listed Below:
1) Gehart, D., & Tuttle, A. (2016; 2013). <i>Theory-based treatment planning for marriage and family therapists</i> . (2nd; 1st Ed.). Cengage.
2) Goldenberg, I., Stanton, M. & Goldenberg, H. (2017; 2013). <i>Family therapy: An overview</i> . (9th; 8th Ed.) Cengage.
3) Yalom, I. D., & Leszcz, M. (2020). <i>The theory and practice of group psychotherapy</i> . (6th Ed.). Basic Books.

COURSE SCHEDULE, READINGS & ASSIGNMENTS:

Week One: 1/23/23 Introductions and Overview of Class

- Review of course expectations, goals, syllabus, textbooks, and assignments
- What is in a portfolio? What is the TTAQ Form?
- What is the Social Atom/Family Assemblage & Altered Book?
- Overview of some of the classic family theories, language & glossary of terms
- Discussion of group process, family & group art therapy awareness
- Assignments of presentation groups & theory

Location	Class # 1: Required Reading Assignments Due
Textbook	Goldenberg, et al. A Comparison of Therapeutic Techniques and Goals in Family Therapy: pp. 484-7 and Glossary: pp. 515-524. Cengage.
Moodle	Chilton, G. (2013). Altered inquiry: Discover Arts-Based Research through an altered book. <i>International Journal of Qualitative Methods</i> , 12, 457-477.
Moodle	Chilton, G. (2007). Altered books in art therapy with adolescents. <i>Art Therapy</i> , 24(2), 59-63.
Moodle	Malchiodi, C., (2003), Clinical applications with groups, families, and couples. In C. Malchiodi (Ed.), <i>Handbook of art therapy</i> (pp. 309-311). Guilford Press.

Moodle	Guidelines for Group Interaction
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Group Breakout: Group Values, Goals, & Conflict Resolution Protocols

Group Art Experiential: Group Name, Symbol, & Song

Week Two: 1/30/23 Eco-systemic Analysis, Group Processes & Family Systems

- Further review of Class Presentation/Group Project, Journal
- Reminder Class Presentation dates of: 4/10 & 4/17
- Review of Yalom’s theories, what is group therapy?
- GroupThink discussion (group cohesion correlate)
- Family systems; eco-systemic & multicultural diversity, strengths & resiliency

Location	Class # 2: Required Reading Assignments Due
Textbook	Gehart & Tuttle, Chapter 1: Treatment Planning. Cengage.
Textbook	Goldenberg, et al.: Chapter 1: Adopting a Family Relationship Framework & Chapter 2: Family Development: Continuity and Change
Textbook	Yalom & Leszcz: Chapter 1: The Therapeutic Factors; Chapter 2: Interpersonal Learning. Basic Books.
Moodle	Moreno, “Social Atom”
Moodle	Janis, “GroupThink”
Moodle	What is Group Therapy?
Moodle	Family Therapy & Art Therapy

Group Art Experiential: Social Atom Depicting Family of Origin (FOO)

Videos: YouTube: GroupThink, Challenger, and Altered Book

Week Three: 2/6/23 Gender, Culture & Ethnicity, Origins/Growth of Family, Art Therapy; & Forming a Group

- The impact and origins of early theorists on family therapy
- Group Cohesion
- Rules and focus of group
- Gender and Ethnicity factors
- Family as a System

Location	Class # 3: Required Reading Assignments Due
Textbook	Goldenberg, et al.: Chapter 3: Gender, Culture & Ethnicity in Family Functioning Chapter 4: Interlocking Systems: Individual, Family & Community Chapter 5: Origins and Growth of Family Therapy

Textbook	Yalom & Leszcz: Chapter 3: Group Cohesiveness Chapter 5: The Therapist: Basic Tasks
Moodle	Wadeson, H (1980). <i>Art psychotherapy</i> (pp. 236-279). John Wiley & Sons, Inc.
Moodle	Waller, D. (2003). Group art therapy: An interactive approach. In C. Malchiodi (Ed.), <i>Handbook of art therapy</i> (pp. 313-324). The Guilford Press.

PowerPoint slides: Gender, Culture & Ethnicity; Family Therapy Origins, Family as a System; Group Cohesion & Therapist Tasks

Group Art Experiential: Gender, Culture & Ethnicity Shield

Written Assignment Due: Summary: 1 paragraph on topic for 10-page paper - upload to Moodle by 3pm.

Week Four: 2/13/23 Psychodynamic Models, Creation of Groups & Kwiatkowska Family Art Evaluation (FAE)

- Ethics in Group
- Psychodynamic & psychoanalytic family therapy

Location	Class # 4: Required Reading Assignments Due
Textbook	Goldenberg, et al.: Chapter 6: Professional Issues and Ethical Practices Chapter 7: Psychodynamic Models
Textbook	Yalom & Leszcz: Chapter 6: The Therapist: Working in the Here & Now Chapter 7: The Therapist: Transference and Transparency
Moodle	Greenspoon, D. B., (1986). Multiple family group art therapy, <i>Art Therapy, July</i> , 53-60.

PowerPoint slides: Psychodynamic; Ethics & Group creation

Group Breakout: Integrate Concepts of Psychodynamic Theory - Family of Origin (FOO)

Group Art Experiential: Group Collaboration: Create a Solution - Overcoming Client Resistance

This Directive MUST BE included in your Individual Digital Portfolio

Week Five: 2/27/23 Gottman: The Marriage House, Structural Family Therapy

- Review of Structural Family therapy
- Review of Gottman, Couples Therapy

Location	Class # 5: Required Reading Assignments Due
Textbook	Gehart & Tuttle. Chapter 2: Structural Family Therapy
Textbook	Goldenberg, et al.: Chapter 10: The Structural Model

Textbook	Yalom & Leszcz: Chapter 4: The Therapeutic Factors: An Integration Chapter 8: The Selection of Clients
Moodle	Gurman, A.S., Chapter 5: Gottman, pp. 138-164

PowerPoint Slides: Gottman, Structural Family Therapy

Group Breakout: Integrate Concepts of Structural Theory - FOO

Group Art Experiential: Circle of Empowerment

Week Six: 3/13/23 Strategic Family Therapy: Stages of Group, Family Art Therapy

- Review Strategic Family Therapy & Stages of Group
- Selection and preparation for group, Classification of groups
- Running a group

Location	Class # 6: Required Reading Assignments Due
Textbook	Gehart & Tuttle, Chapter 3: Strategic Therapy
Textbook	Goldenberg, et al.: Chapter 11: Strategic Models
Textbook	Yalom & Leszcz: Chapter 9: The Composition of Therapy Groups Chapter 10: Creation of Group: Place, Time, Size, Preparation
Moodle	Malchiodi, C. & Riley, S. (2003). Family art therapy. In C. Malchiodi (Ed.), <i>Handbook of art therapy</i> (pp. 362-374). The Guilford Press.
Moodle	Riley, S. (1985). Draw me a paradox? Family art psychotherapy utilizing a systemic approach to change. <i>Art Therapy</i> , September, 116-123.
Moodle	Stages of Group
Moodle	Pre-Group consideration

PowerPoint slides: Strategic Family Therapy

Group Breakout: Integrate Concepts of Strategic Theory to FOO

Group Art Experiential: Pratt Puzzle

Week Seven: 3/20/23 Symbolic/Experiential; Whitaker, EFCT, Leadership & Tasks of Group

- Review Experiential Family Therapy, Emotionally Focused Couples Therapy,
- Roles & tasks of group therapist, Co-leadership and self-disclosure

Location	Class # 7: Required Reading Assignments Due
Textbook	Gehart & Tuttle, Chapter 7: Symbolic Experiential Family Therapy

Textbook	Goldenberg, et al.: Chapter 9: Experiential Models, Whitaker (239-250), & EFCT (267-71)
Textbook	Yalom & Leszcz: Chapter 11: In the Beginning Chapter 12: The Advanced Group
Moodle	Roles and Tasks of Group Therapist
Moodle	Co-Leadership & Self Disclosure
Moodle	Gurman, A. S., Chapter 4: Emotionally Focused Couples Therapy (EFCT), Johnson, pp. 107-137

PowerPoint Slides: Experiential & EFCT

Group Breakout: Integrate Concepts of EFCT to FOO

Group Art Experiential: Family as a Machine

Week Eight: 3/27/23 Bowen, Intergenerational, Treatment planning

- Review Bowen's Intergenerational family therapy
- Review Treatment Planning (Gehart & Tuttle) including case advocacy

Location	Class # 8: Required Reading Assignments Due
Textbook	Gehart & Tuttle, Chapter 8: Intergenerational Family Therapy
Textbook	Goldenberg, et al.: Chapter 8: Transgenerational Models
Moodle	Junge, M., (1985). "The book about daddy dying": A preventative art therapy technique to help families deal with the death of a family member, <i>Art Therapy</i> , March, 4-10.

PowerPoint Slides: Trans-generational (Bowen)

Group Breakout: Integrate Concepts of Bowen Theory to FOO

Group Art Experiential: Family as a Road Map

Week Nine: 4/3/23 Social Construction Models: Solution-Focused, Narrative, Challenging Situations in Groups

- Review Social Construction Family theories
- Dis/Advantages of groups & guidelines in leading art therapy groups
- Therapist Specialized formats
- Social Justice, Diversity & Activism
- Challenging situations and group members

Location	Class # 9: Required Reading Assignments Due
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Textbook	Gehart & Tuttle, Chapter 10: Solution-Focused Therapy Chapter 11: Narrative Therapy Chapter 12: Collaborative Therapies
Textbook	Goldenberg, et al.: Chapter 14: Solution-Focused & Collaborative Therapy Chapter 15: Narrative Therapy
Textbook	Yalom & Leszcz: Chapter 13: Problem Group Members Chapter 14: Therapist: Specialized Formats & Procedural Aids
Moodle	Dis/Advantages & guidelines in leading art therapy groups
Moodle	Therapist, Specialized formats
Moodle	Challenging patients

PowerPoint Slides: Narrative & Solution-Focused

Group Art Experiential: The Table Experience

Week Ten: 4/10/23 Family/Group Presentations - Section # 1

- Group In Class Presentations of Social Atom & Altered Book (bring original art to share)

Assignment Due: Group In Class Presentations & Papers in Digital Binder

Week Eleven: 4/17/23 Family/Group Presentations -Section # 2

- Group Presentations of Social Atom & Altered Book (bring original art to share)

Assignments Due:

- Group In Class Presentation & Papers in Digital Binder
- Journals & Treatment Plans from Section # 1 Presentation/s

Week Twelve: 4/24/23 CBT & Evidence Based Practices (EBP): MST, FFT, Family Resilience

- Review Cognitive Behavioral Family Therapy & Evidence Based Practices
- Group Planning and Assessment

Location	Class # 12: Required Reading Assignments Due
Textbook	Gehart & Tuttle, Chapter 9: Cognitive Behavioral Models
Textbook	Goldenberg, et al.: Chapter 13: Behavioral & Cognitive Behavioral Models
Textbook	Yalom & Leszcz: Chapter 15: Specialized Therapy Groups
Moodle	Patterson, J. M. (2002). Understanding family resilience. <i>Journal of Clinical Psychology, Vol. 58(3)</i> , 233–246.

Moodle	Schoenwald, S. K., Brown, T. L., & Henggeler, S. W. (2000). Inside multisystemic therapy: Therapist, supervisory and program practices. <i>Journal of Emotional and Behavioral Disorders, 8</i> (2), 113-127.
Moodle	Sexton, T. L., & Alexander, J. F. (2000, December). Functional family therapy. <i>Office of Juvenile Justice and Delinquency Prevention, Juvenile Justice Bulletin, 1-7.</i>
Moodle	Group Planning and Assessment Template

PowerPoint Slides: CBT & EBP

Group Art Experiential: Mandala: Most Influential Family Member

Assignments Due: Journals & Treatment Plans Due (from Section # 2 Presentation/s)

Week Thirteen: 5/1/23 Final Class: Psycho-educational Models/Teaching Skills, Comparative View of Family Theories Therapies & Closure

- Psycho-educational models integrating group practices
- Early group therapy movement, Theories of group Interventions
- Review Family Therapy Theories
- Review Glossary of Terms & Comparative Charts
- Evaluation Of Class - Closure, Feedback & Appreciation
- Group Tx Training

Location	Class # 13: Required Reading Assignments Due
Textbook	Goldenberg, et al.: Chapter 16: Psychoeducational Models: Teaching Skills to Specific Populations Chapter 18: A Comparative View of Family Theories & Therapies Appendix B: Becoming a Competent Family Therapist: Training & Supervision Glossary: pp. 515-524
Textbook	Yalom & Leszcz: Chapter 16: Group Therapy: Ancestors & Cousins Yalom & Leszcz: Chapter 17: Training the Group Therapist
Moodle	Luzzatto, P., & Gabriel, B. (2000). The creative journey: A model for short-term group art therapy with posttreatment cancer patients. <i>Art Therapy, 17</i> (4), 265-269
Moodle	Riley, S. (2004). Reflections on the reflecting art therapy team in education and treatment. <i>Art Therapy, 21</i> (2), 88-94.
Moodle	Warner, D. A. (2001). The lantern-floating ritual: Linking a community together. <i>Art Therapy, 18</i> (1), 14-19.

PowerPoint Slides: Psycho-educational Model, Theories of Group Interventions

Assignments Due:

- 10-Page APA Paper on Group & In Class Presentation - 10 minute Summary of your paper
- Individual Digital Portfolios

Group Art Experiential: Gratitude Butterflies

%	Graded Assignments Detail (Due Dates Highlighted):
30%	<p>Small Group Presentation: 10 mins per each student/presenter. Each member to present: A. A Powerpoint Overview of your Group’s Family Therapy Theory B. Individual Social Atom using the assigned Family Therapy Theory C. Individual Altered Book using Positive Psychology (Ex: Feminist, Solution Focused, Narrative, etc). D. GROUP Digital Binder: You will jointly compile one Digital Binder to include: Powerpoint AND 4-6 pages FROM EACH STUDENT (of typed) required content (details next page) and digital color images.</p> <p style="text-align: center;">* [Redacted]</p>
10%	<p>Participation: Participation in class discussions of reading materials, class exercises, & dialogues. Students are to complete all assigned reading on time and be prepared to discuss them in class. Students are expected to participate in all in-class assignments and actively contribute to group work. Refer to the Criteria for Evaluation: Contributions to Learning Dialogue Rubric above as a guide for how your oral contributions will be graded.</p>
10%	<p>Individual Journal: Each member’s <u>journal</u> of participation in their small group. Journal must have typed daily entries from <u>each meeting in class and out of class</u> including: your part in the group, view of the group dynamics and analysis of group process (<u>using Yalom’s theories</u>) and <u>Self Evaluation Form</u> (In Syllabus & on Moodle).</p> <p style="text-align: center;">[Redacted]</p>
10%	<p>Family Treatment Plan: Write a family’s <u>treatment plan</u> using your group’s assigned family theory, the plan should correspond to your Social Atom. This will NOT be discussed in class.</p> <p style="text-align: center;">[Redacted]</p>

30%	<p><u>10-page APA paper on a Group Dynamics</u>, citing examples from the texts and/or articles. Write a 10-page APA paper about a group you are currently in, were involved in, or historical group or a group you are interested in researching/analyzing/understanding further to apply a group dynamics perspective. <u>Your paper MUST integrate Yalom’s group dynamics theoretical concepts from the required reading.</u></p> <p style="text-align: center;">PROPOSED TOPIC (1 paragraph description) - DUE BY 3 PM on Feb. 6, 2023 via upload to Moodle</p> <p style="text-align: center;">10 PAGE PAPER DUE BY 3 pm on May 1, 2023 via upload to Moodle</p> <p style="text-align: center;">You will give a 10 minute IN CLASS PRESENTATION summarizing your research paper making sure to integrate Yalom’s theoretical concepts on May 1, 2023</p>
10%	<p><u>Personal Digital Portfolio In Color:</u> Each student to submit via upload to Moodle, a digital portfolio consisting of 7 art directives completed in class.</p> <p style="text-align: center;">Each directive MUST include a typed and completed TTAQ form (located on Moodle & syllabus page 19..* DUE BY 3 PM via upload to Moodle on May 1, 2023</p>

Assignment	Requirements For Each Graded Assignment:
<p>Altered Book</p>	<p><u>Altered Book (AB):</u> Students must present original art</p> <p>a. Each student will create an Altered Book (outside of class, during group meetings or on their own) art representation of a positive reframe on your family system dynamics.</p> <p>b. The AB will be strength based, reframing your family using a Positive Psychology Theory.</p> <p>c. Each will present their AB in class as part of group presentation integrating a Positive Psychology theory of your own choice.</p>
<p>Social Atom</p>	<p><u>Social Atom (SA):</u> Students must present original art</p> <p>a. Each will create a Social Atom, (2D, sculptural or assemblage) art representation of your family.</p> <p>b. Choose any time in your life to create ‘your family’ art experiential.</p> <p>c. Each will present their SA in class as part of group presentation integrating the group’s assigned Family Systems Theory.</p> <p style="text-align: center;"><i>*Always be aware that it is up to you to divulge only what feels safe. Never feel compelled to be too explicit if you do not care to share.</i></p>

<p>Group PowerPoint Presentation and Digital Binder (in Color)</p>	<p>Group Presentation: Each student will randomly assigned a small group and a family therapy Theory (Structural, Bowen, Strategic or Psychodynamic) for a group presentation.</p> <ol style="list-style-type: none"> Your small group will work together in class & meet outside of class to coordinate the presentation. Together you will create a PowerPoint and a Digital Binder with an overview of the assigned group theory and each group member's text and color images of art, SA, & AB. Your small groups will meet 2-3 times outside of class to support and gather theoretical data to collaboratively present in class. Each member's paper must BOLD the theoretical terminology for the SA and AB written about your family and how the art and art medium informs the process and your experience. Presentation group submits one digital binder to include the Powerpoint AND 4-6 pages per person with text and digital color images theoretically integrated, with the language highlighted in BOLD. <p><u>DAY OF PRESENTATION:</u> BEGIN WITH 10 min overview of your assigned theory as a group. Have a theoretical outline to rely on during your verbal presentation of your SA & AB with the language of the theory that describes your pieces, 10 minutes per person to present on individual SA & AB</p>
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Assignment	Requirements For Each Assignment:
<p>Family Treatment Plan</p>	<p>Family Treatment Plan: Each student will write a 3 (maximum) page Treatment Plan of your family, using your assigned family theory. Must include:</p> <ol style="list-style-type: none"> Presenting problem and notable history as an introduction to your family. An individualized plan for your specific family with therapeutic goals and objectives for each family member addressing the beginning, middle and end stages of treatment in each stage of treatment. Art therapy interventions for each stage (beginning, middle, end) in the treatment goals Integrate fully and throughout your theoretical language of your assigned theory. Include cultural and diversity factors as well as strengths. Include case management/case advocacy that would support the family members/system. <p>You may use the points to address as section headings.</p>

<p>Individual Journal</p>	<p>Individual Journal: Each student will keep a private journal about being in your presentation group</p> <ol style="list-style-type: none"> 1. Be explicit and honest about your participation, your personal biases, and the engagement of group member's interactions. 2. Describe group dynamics, showing your understanding and analysis of Yalom's group interactions, stages of group and Curative Factors within your group. 3. You must provide typed entries for each date & time you meet in and outside of class, including presentation day. 4. There must be an additional section for each entry where you provide the answers to questions from the Self- Evaluation Form (Syllabus pp. 20-23). You must follow the format and directions on the form.
<p>Individual Digital Portfolio In Color</p>	<p>*Individual Portfolio: Each student will submit a digital portfolio of 7 completed art directives assigned in class. Each directive must include a completed TTAQ form (this form is attached to syllabus p.19)</p>

Assignment	Requirements For Each Assignment:
<p>Proposal Topic</p>	<p>Topic Proposal/Description: 1 paragraph description of proposed topic for Final APA Paper</p>
<p>GROUP DYNAMIC S 10 Page APA Paper</p>	<p>*10-page APA paper: Write about a group you are currently in, were involved in, or a group you are interested in researching/analyzing/understanding further to apply a group dynamics perspective. You must use Yalom's group dynamics theory book. You can analyze a personal or historical group. You must cite examples from the assigned readings (text & articles). Be sure to cite at least three (3) readings from class (in addition to Yalom) and two research articles, historical data, etc. that you find yourself.</p> <p>Personal group ideas: work group, parent group, friendship group, book club, church, yoga studio, art class, jury group, etc, with a minimum of 3 people. See sample(s) on Moodle.</p> <p>Historical groups or topics are usually from world events that inspire us to analyze them in order to better understand their group dynamics such as: gangs, cults, dictators, etc. These must be narrow in perspective due to the 10-page maximum requirement.</p>

<p>Required Sections & Content</p>	<p>1) History: What is the history of the group, what is the prognosis, what is the relationship of the group to the individual, does it draw on capacities or limit them, and is there gender equality?</p> <p>2) Yalom: At least five of Yalom’s Curative Factors relevant to group dynamics</p> <p>3) Group: Group size, composition, structure (pattern of interactions), nature of interactions, leadership patterns, attitudes toward leadership, relationship with the environment, ecological/ecosystemic structure.</p> <p>4) Hierarchy and power: Is the group regulated from within and how is the process regulated?</p> <p>5) Culture: Culture of the group (norms, values, symbols), standards of the group, what the group says, what task is being undertaken, group cohesiveness, does GroupThink occur, how committed are the members to the group, and what makes the commitment, how fragile is it?</p> <p>6) Composition: Open or closed group; homogeneous or heterogeneous, what is the relationship of this group to American society, or world society, is there classism, racism, sexism?</p> <p>7) Family Systems: How does this tie in with a family system and which family system theory correlates most closely to this group’s structure? You only need a few paragraphs on only one family systems theory.</p>
<p>Paper MUST ADHERE TO APA Guidelines</p>	<p>**USE APA TEMPLATE LOCATED IN MOODLE** Include - APA Title page, Abstract page and References section, which are additional thus a <u>minimum of 13 pages.</u></p> <ul style="list-style-type: none"> • Title, Introductory paragraph (not a subheading), Subheadings, and Conclusion. • You must integrate some of the reading from class on group theory (Yalom, Goldenberg & Goldenberg, Gehart, & Moodle articles). You must reference at least 5 sources both from required text as well as outside scholarly resources. • SEE APA Formatting guidelines online: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html



Required Art Supplies

- Blank Paper (8 x 11 or 11 x 14)

- Your choice of colored: pens, pencils, markers or pastels
- A Variety of found objects (ex: feathers, glitter, twigs, flowers, colored tissue, be creative) •

Scissors

• Homemade Air Dry Clay - Here's a link to the recipe with instructions: <https://youtu.be/drZc68ISwxY>
(*This requires 4 ingredients : Cornstarch, vegetable or baby oil, lemon juice, white glue*)

- Acrylic Paint in a variety of colors to use on Air Dry Clay creations you will be making •

A Book you don't need and can alter artistically

- Magazine words, pictures to use in collage

*****TTAQ FORM*****

AT 5210: Methods of Group and Family Therapy

COMPLETE & INCLUDE THIS FOR EACH ENTRY IN YOUR INDIVIDUAL PORTFOLIO

1. Portfolio of:

2. Art Therapy Directive:

3. **List the Step by Step Instructions for this Art Directive:**

- 1.
- 2.

4. **Medium suggested**

5. **Theoretical Orientation**

6. **TTAQ:**

7. **Title:**

8. **Theme:**

9. **Affect:**

10. **Question the art piece asks:**

11. **Useful for what types of mental health challenges and/or diagnosis (Specify):**

12. **Useful for what types of therapy:** ___ Individual ___ Group ___ Couple ___ Family

13. **Useful for what stage of therapy:** ___ Beginning ___ Middle ___ End

14. **Specify Aspects to be cautious of:**

15. **Discussion of the entry, the theory and/or the implication of the core values to the work you will be doing:**

16. **How was creating this piece effective, or not, for your development and personal understanding?**

17. **Core value that might be considered:**

___ **The Whole Person:** A commitment to develop one's fullest potential.

___ **The Collaborative Community:** A commitment to build interactive, interdisciplinary learning communities

___ **The Just Society:** A commitment to enhance justice and peace at the personal, communal, and global level

Methods of Group and Family Therapy: Individual Journal Assignment

Individual Journal: Each student will keep a private journal about being in your presentation group.

1. Be explicit and honest about your participation, your personal biases, and the engagement of group member's interactions.

2. Describe group dynamics, showing your understanding and analysis of Yalom's group interactions, stages of group and Curative Factors within your group. ***Yalom's terms and stages of curative factors must be typed/highlighted in BOLD italic text.***

3. You must provide typed entries for each date & time you meet **in and outside of class**, including presentation day.

4. There must be an **additional section** for each entry where you provide the answers to questions from **this Self-Evaluation**

Form per the format instructions below.

5. Journal Format For EACH Entry MUST Include The Following TWO Parts:

Part One: Yalom Analysis & Curative Factors Analysis (Use this Heading) then include answer below

Part Two: Self Evaluation Form Questions & Answers (Use this Heading)

- First, Pick 1 Question from Section 1 below: Type out the question and place answer below it
- Second, Pick 1 Question from Section 2 below: Type out the question and place answer below it
- Third, Type out ALL 4 questions from Section 3 below and include each answer below each of the questions

*****DO NOT REPEAT QUESTIONS FROM SECTIONS 1 & 2 in your Journal*****

**PART
TWO**

SECTION # 1

CONCERNING THE PROCESS OF WORKING ON A TASK TOGETHER AND YOUR PARTICIPATION & YOUR FEELINGS & YOUR REASONS AND YOUR REACTIONS IN GROUP

1. Did you prefer structured tasks or unstructured tasks, if so why?
2. Did you initiate, if so when, how was it taken, how did you feel when others did? 3. Did you lead, how did you feel when others led and why?
4. When did you follow and why, how did you feel about those others who followed?
5. How do you feel you worked as part of the group system: did you contribute more than others or less, did you come prepared - readings done?
6. How did you feel when there were spoken (explicit) rules/roles in the group? 7. Were there observable (implicit) rules/roles, if so, how did you respond?
8. How did you react to novel experiences?
9. How accessible was your creativity while participating in the group/s?
10. How playful were you, and why?
11. How serious were you, and why?
12. Were you comfortable working with abstract ideas/concepts/art?
13. How do you work with the metaphor?
14. How flexible and open to change are you, and why... is this due to your family? 15. How might you describe your narrative of your process in group and what does this say about you? 17. What power and hierarchy issues most influenced you during these groups?

PART TWO (CONTINUED)

SECTION # 2 CONCERNING THE CONTENT OF THE GROUP USING ART

1. Did you experience your own family themes emerge or individual themes?
2. Did you create personal or family symbols that emerged during group art making?
3. Did you gain insight into your family while creating the group art making?
4. What was unusual in your work, what was missing in the group art work?
5. Were there stories prevalent in the work that you brought to the group making art?
6. How do you react to different mediums, and why, does this somehow relate to your family?
7. Did you observe interpersonal patterns prevalent in the group art making?
8. Did you bring your own intra-psycho patterns in the group art making?
9. What were the power variables in the group art making and what was your part?
10. What did you learn about yourself while making art in a group?

PART TWO (CONTINUED)

*****ANSWER ALL 4 for EACH JOURNAL ENTRY*****

SECTION # 3
CONCERNING PERSONAL INSIGHT, RESPONSIBILITY &
ACCOUNTABILITY TO PERSONAL GROWTH
AS A PERSON,
AS A STUDENT
AND AS A THERAPIST

1. What projections am I making with regard to my answers?
2. What feelings am I having a hard time owning?
3. What coping mechanisms am I using to handle my uncomfortable feelings (projection, blaming, ignoring, displacing, denying, exercising, deep breathing etc) and are they healthy or unhealthy ways to cope?
4. Do I have a habit/pattern of using these coping mechanisms in relationships with my family? with friends, co-workers, teachers, authorities? Be specific