



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development**  
**Department of Counseling, Health & Kinesiology**  
EDCG 5309 Advanced Clinical Treatment: Couples & Families  
Spring 2024

**Instructor:** Ray Wooten PhD, LPC-S, RSMT

**Class time & Location:** Wednesday 5:30-6:45 Classroom Hall 204

**E-mail & Phone:** [hwooten@tamusa.edu](mailto:hwooten@tamusa.edu), 210-508-5525

**Office Hours:** Wednesday 4:15-5:15; Thursday 4:15-5:15

Please schedule your appointment to ensure that time is open.

**Office Location:** AAB 214N

**Required Textbooks:**

Fisher, R. (2002). *Experiential psychotherapy with couples: A guide for the creative pragmatist*. Zeig, Tucker, Theisen: Phoenix, AZ

**Recommended Textbooks:**

Gehart, D. R..(2018) *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation* (3rd.). New York: Brooks and Cole. ISBN-10: 1337117676 / ISBN-13: 9781337117678

Nichols, M.P. & Davis, S.D. (2015) *Family Therapy: Concepts and Methods*. (11<sup>th</sup> Ed.) New York: Pearson. ISBN: 978-0133826609.

**Course Description:**

This course is designed to combine the study of theory and philosophy of couples and family, with techniques and practices in the field, as well as counseling experiences under supervised conditions. The students will experience didactic and experiential training with a focus on counseling understanding, process, and skill development.

**Student Learning Outcomes**

The student will:

- Be able to demonstrate the structure of marriages, couples and families using mapping, genogram or graphic symbolism
- Be able to identify the various physical, cultural and career influences on the couple's structure and functioning.
- Be able to demonstrate the techniques and interventions of marriage, couple and family counseling to empower their client(s).

MF3c. Techniques and interventions of marriage, couple and family counseling

MF3d. Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

**KEY PERFORMANCE INDICATOR: Couple Interview**

Students will interview a couple using the Structured Clinical Family Interview (SCFI). Students will construct a genogram. Students will analyze and summarize the interview responses by answering the following questions:

- What are the presenting problem(s) of the couple (family)?
- Describe the couple's structure. Include topics such as cohesion, dyadic relationships, conflicts, triangles, level of differentiation, power structure, and relationship to the environment.
- Describe intergenerational influences and possible life cycle transitions impacting the couple?
- Describe career, life, and/or gender role issues impacting the couple?
- Describe other factors that impact couple wellness.
- Develop several hypothesis for possible clinical attention.

Students will synthesize the data and determine the level of counseling the couple may need. Students will identify goals for therapy and suggest recommended interventions for couple wellness. Students will discuss theoretical processes, strategies and techniques designed to address goals for the couple.

**GRADING RUBRIC: Family Interview**

CATEGORY	3	2	1	0
Structured Clinical Couple's Interview	Above average interview resulting in relevant information for assessment and diagnosis; used format and followed up with appropriate queries, format selected based on couple's needs	Average use of interview format, minor omissions in history-taking (1-2 facts), appropriate administration of Clinical Coupl's Interview	Below average interview; subjective information from client included-only. Little from the family perspective, causes, duration, seriousness of issue(s)	Incomplete interview, basic historical information missing from history taking format used or in notes but not included in report
Organization	Information is very organized using report	Information is organized with paragraphs with	Information is organized, but paragraphs are not	The information appears to be disorganized.

reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

### **Student Rights and Responsibilities**

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage: <http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

### **Cheating and Plagiarism**

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

### **Class Attendance**

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

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Excessive absences (more than 2) will result in a grade letter deduction from your final grade for each absence. Please e-mail before class if you will be out. Two tardies (entering ten minutes or

class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

### Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

### Grading Policy

- Grading:     **A= Excellent (exceeding the standard)**  
                   Student achieves 90 or better average on assignments.  
                                 Student actively participates in class discussions in a consistent and ongoing fashion  
                   Minimal Absence  
                   **B= Good (meeting the standard)**  
                   Student achieves 80-89 average on assignments  
                   Student consistently participates in discussions  
                   **C= Not meeting Standard**  
                   Student achieves 70-79 average on assignments

### Course Requirements

CACREP Standards	Requirement/Assignment	Due Date	Possible Points
5.F.2.b,e,f,k 5.F.3.b,c,d,e	Chapter Quizzes	2/14, 3/6, 3/27	60
5.F.2.b   5.F.2.k. 5.F.2.f   5.F.3.d. 5.F.3.b   5.F.3.c	Couple Case Study	April 3	15
5.F.2.b,e,f,k 5.F.3.b,c,d,e	Final Comprehensive	4/24	15
	CLASS PARTICIPATION		10pts

Week 7 2/28	5.F.2.b, e,f,k	EFT cont.	(2) EFT STAGE 1: REACHING DE- ESCALATION <a href="https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=383">https://www-psychotherapy- net.tamusa.idm.oclc.org/stream/tamusa/video?vid=3 83</a>	
Week 8 3/6	5.F.2.b, e,f,k	EFT cont	(3) EFT STAGES 2 - 3: DEEPENING ENGAGEMENT & CONSOLIDATION <a href="https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=384">https://www-psychotherapy- net.tamusa.idm.oclc.org/stream/tamusa/video?vid=3 84</a>  QUIZ	Quiz
Week 9 3/13			SPRING BREAK	
Week 10 3/20	5.F.3.b, c,d,	EFT cont	(4) IMPASSES AND CHALLENGES IN EFT <a href="https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=385">https://www-psychotherapy- net.tamusa.idm.oclc.org/stream/tamusa/video?vid=3 85</a>	
Week 11 3/27	5.F.3.b, c,d,e	IFS	IFS: Dick Schwartz w Jon Carlson <a href="https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/internal-family-systems-therapy?context=channel:counseling-therapy">https://video-alexanderstreet- com.tamusa.idm.oclc.org/watch/internal-family- systems-therapy?context=channel:counseling- therapy</a> exanderstreet- com.tamusa.idm.oclc.org/watch/internal-family- systems-therapy?context=channel:counseling- therapy	QUI Z
Week 12 4/3	5.F.3.b, c,d,e, f	IFS cont	IFS 6 sessions Dick Sh <a href="https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=268">https://www-psychotherapy- net.tamusa.idm.oclc.org/stream/tamusa/video?vid=2 68</a> demo ifs <a href="https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/internal-family-systems-an-introduction-live-clinical-demonstration?context=channel:counseling-therapy">https://video-alexanderstreet- com.tamusa.idm.oclc.org/watch/internal-family- systems-an-introduction-live-clinical- demonstration?context=channel:counseling-therapy</a>	SCFI Due
Week 13 4/10	5.F.3.b, c,d,e,p	Solution- Based Therapies	<a href="https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/irreconcilable-differences">https://video-alexanderstreet- com.tamusa.idm.oclc.org/watch/irreconcilable-differences</a>	