



TEXAS A&M UNIVERSITY
SAN ANTONIO

College of Education & Human Development
Department of Counseling, Health & Kinesiology
EDCG 5314 Theoretical Foundations of Marriage, Couples and Family Counseling
Spring 2024

Instructor: Ray Wooten Ph.D., LPC-S, RSMT, RYT-200

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Office Hours: Wednesday and Thursday 4:00-5:15

Please schedule your appointment to ensure that time is open.

Class Time/Location: Wednesday 7:00-9:15

Classroom Hall 209

Required Text:

Nichols, M.P., & Davis, S.D. (12th Ed.). (2021). *Family therapy: Concepts & methods*. New York: Pearson.

Recommended Reading: Appendix A Chapter-by-chapter recommendations in the Nichols & Davis text.

Catalog Description:

The purpose of this course is to provide students with an introduction to counseling theories with an emphasis on systems theory. The course will provide knowledge of theories that may be utilized for working with clients who present as individuals, couples, or families.

Course Rationale: This course is designed to give the student an introduction to systems theory, as well as exploration in theories of couples and family counseling. The student will learn the history regarding the evolution of marriage and family counseling. Students will learn theories, processes and techniques that are central to working with clients in marriage and family counseling. There will be emphasis

- Evidence of class preparation which permits active participation during class discussions
- Research skills which enable preparation for class sessions and assignments
- Completion of all assignments and tests required on time.

CACREP Standards:

Section 2: Professional Counseling Identity/Counseling Curriculum

5. Counseling and Helping Relationships

- b. A systems approach to conceptualizing clients

Section 5: Entry-Level Specialty Areas

F. Marriage, Couple and Family Counseling

1. Foundations

- a. History and development of clinical mental health counseling
- b. Theories and models of family systems and dynamics
- c. Theories and models of marriage, couple, and family counseling

2. Contextual Dimensions

- a. Roles and settings of marriage, couple, and family counselors
- n. Professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling

TEA School Counseling Standards: N/A

Special Policies:

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before midsemester; 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/Pdf635767864704349879-10.100.150.124.pdf>

that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Disability Statement: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in room 210 and at the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.tamus.edu

Message for pregnant and parenting students:

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Dr. Jo Anna Benavidez-Franke, Associate Vice President for Student Engagement and Success.

Sexual Misconduct: Sexual harassment of students and employees at Texas A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Incompletes "I": The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "B" or better
2. The circumstance for which the "I" is requested is supported with documentation and initiated by the student

- 1) The student will identify and research a subject (approved by professor) pertaining to MFC.
- 2) The student will discuss how the topic reflects their developing model of counseling and/or focus in MFC
- 3) The student will discuss how the subject addresses the needs of the individual, couple and family

GRADING RUBRIC: Annotated Bibliography

Criteria	Ratings			Total
	5 points	3 point	1 points	
MFT subject/topic Identified and Explained INTRO, 1 page	Subject/topic are identified and fully explained	identified but not fully explained	Paper is not focused on subject matter identified.	
Counseling/MFC Journal & References APA style references	Includes 12 + references from peer reviewed counseling journals	Includes 8 references from peer reviewed counseling journals	Fewer than 8 references are from peer reviewed counseling journals	
Subject relevance regarding the approved focus: e.g., family dynamics, mechanisms of change, therapeutic process, special topics	Addresses 90% of the topic: Focused	Addresses 60-89% focused	Less than 60%	
Narrative at end of annotations: 1-2 pg. Subject discussed as part of Developing knowledge of MFT counseling and relevance	Content is appropriate and supports the student's query and development	Coverage of topic needs improvement	Content doesn't adequately address the student's development	
Quality of Writing	Student utilizes appropriate quality of writing including APA format and length	Student demonstrates minimal quality in writing style including APA format and length	Student fails to demonstrates minimal quality in writing style including APA format and length	

Assignments:

Semester Quizzes: 70 pts: four quizzes will be given during the semester. These are short answer, multiple choice, T/F, etc. that gives you some feedback on how you are reading and integrating the work. Text chapters, additional readings and videos are information that will be part of the quizzes. The quizzes may be administered in class or on Bb.

Annotated Bibliography: 20pts
(Described above)

Participation: 10 pts

TENTATIVE schedule

1/17	Section 5 1a,b,c,d,e,f Section 5 2a,b,c,e,g,j,k,m,n,o , Section 5 3b,c,d	Introduction to class, expectations, and overview;		
1/24	Section 5 1a,b,c,d,e,f Section 5 2a,b,c,e,g,j,k,m,n,o , Section 5 3b,c,d	Read Intro and Chapter One Evolution of Family Therapy		
1/31	Section 5 1a,b,c,d,e,f Section 5 2a,b,c,e,g,j,k,m,n,o , Section 5 3b,c,d	Chapter Two	Ken Hardy video	
2/7	Section 5 1a,b,c,d,e,f Section 5	Chapter Three	Genogram Video	

4/10	Section 5 1a,b,c,d,e,f	QUIZ 3		4/10
4/17	Section 5 2a,b,c,e,g,j,k,m,n,o	Solution Focused	Insoo Kim Berg	Annotate d Bib DUE
4/24	Section 5 3b,c,d	Narrative Family Therapy QUIZ 4	Madigan	

VIDEOS: all on Psychotherapy.net (all in TAMUSA library); Be sure that you are signed into the library when you click on the tabs below or cut and paste.

Ken Hardy: Integrative

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=176>

Monica McGoldrich

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=219>

Philip Guerin: BOWEN

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=267>

Harry Aponte: Structural

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=129>

James Coyne: Strategic

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=266>

Jean McClendon: Experiential

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=162>

Dave & Jill Scharff: Psychoanalytic

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=168>

Richard Stuart : Behavioral Family Therapy

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=266>

Bill O'Hanlon: SFT

<https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=166>

room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or genderbased discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all

Use of Generative AI in Association with Course Assignments

There is a variety of AI programs available to assist in completing assignments, yet AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop during your course of studies as a means to organize and communicate your positions and impressions of subject material. Students must obtain permission from the instructor before using AI composition software like (e.g. ChatGPT) for any assignments in this course. Using these tools without instructor permission puts your academic integrity at risk. Additionally, assignments submitted through the course Turnitin platform in BlackBoard will include AI detection as a part of the standard plagiarism screening.