<table>
<thead>
<tr>
<th>Course</th>
<th>COUN 5540  Family Systems Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term, Day, Time</td>
<td>Spring 2021, Term 2 Wednesdays 6-10 p.m. CST via Zoom</td>
</tr>
<tr>
<td>Instructor</td>
<td>Name: Prof. David Duncan Email: <a href="mailto:davidduncan16@webster.edu">davidduncan16@webster.edu</a></td>
</tr>
<tr>
<td>Catalog Description/Content Area</td>
<td>COUN 5540 Family Systems Theory This course defines and explores family systems through the lens of family counseling theories and general systems theory. The historical context of family therapy expands into current theoretical approaches to functional counseling with families including multicultural influences and ethical components. Students will add to this theoretical foundation by exploring the influence of their own family of origin and current family life. Self-growth experiential activities are associated with this course content.</td>
</tr>
<tr>
<td>Content Areas:</td>
<td>human growth and development, helping relationships</td>
</tr>
<tr>
<td>Knowledge and Skills Outcomes</td>
<td>COUN 5540 – Course Standards Upon successful completion of this class students will be able to:</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>1. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP Standard CMHC C.8.)</td>
</tr>
<tr>
<td></td>
<td>2. Integrate systems perspective with theories of individual and family development and transitions across the life span (CACREP Standard II.G.3.a)</td>
</tr>
<tr>
<td>Skills</td>
<td>1. Utilizes a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Standard II.G.5.e)</td>
</tr>
<tr>
<td>Materials</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td>On reserve, not to be taken off campus (i.e., DO NOT PURCHASE):</td>
</tr>
<tr>
<td></td>
<td>Other professional journal articles and or chapters as required by the faculty.</td>
</tr>
<tr>
<td>Method of Instruction</td>
<td>Seminar format. Strong emphasis is placed on class discussions, which will be informed by the readings; include personal experiences and perceptions, and highlight systemic thinking. Students will participate in experiential exercises. Presentations are designed to foster the development of professional identity and, therefore, must be organized and professionally presented.</td>
</tr>
</tbody>
</table>
### Grading

The Graduate catalogue provides these guidelines and grading option:

Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A-</td>
<td>Superior graduate work (A=94-100%; A-=90-93%)</td>
</tr>
<tr>
<td>B+/B/B-</td>
<td>Satisfactory graduate work (B+=87-89%; B=84-86%; B-=80-83%)</td>
</tr>
<tr>
<td>C</td>
<td>Marginal work (C=79-70%)</td>
</tr>
<tr>
<td>CR</td>
<td>Credit given for practica/internships</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete work</td>
</tr>
<tr>
<td>ZF</td>
<td>Permanent grade for unfinished incomplete grade which treated as an F</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn from the course</td>
</tr>
</tbody>
</table>

### The Grading Scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - &lt;92%</td>
</tr>
<tr>
<td>B+</td>
<td>88 - &lt;89%</td>
</tr>
<tr>
<td>B</td>
<td>82 - &lt;87%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - &lt;81%</td>
</tr>
<tr>
<td>C</td>
<td>70 - &lt;79%</td>
</tr>
<tr>
<td>F</td>
<td>0 - &lt;70%</td>
</tr>
</tbody>
</table>

The Department of Professional Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Therefore, the grading of this course has a subjective component to it based upon the clinical counseling, educational/teaching, and supervisory professional experiences of the instructor. Students completing this course should *demonstrate marked progress toward the course objectives noted* as well as be able to write coherently about counseling theories and techniques and evidence graduate level writing skills. Your final grade in this course will reflect not only your academic performance but your counseling and interpersonal skill development as evaluated by the instructor. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of *objective and subjective* assessment.

**Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.** As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance when necessary.

### Activities

1. **Class Participation**

   Effective verbal communication is critical in counseling. Classroom discussion provides an opportunity to practice expressing one’s self and to exchange ideas with others in a safe and supportive setting. Class participation includes being prepared, being engaged, and appropriately presenting your own thoughts and concerns regarding readings assigned and topics discussed. Sharing ideas and the ability to present your thoughts in a concise manner are key traits for counselors. Insure you evidence it.

   **a. Reading Assignments and class discussion participation:** Students are expected to complete ALL the assigned readings on time and be able to speak coherently (evidence they have read the material) in class discussions. The instructor will guide discussions but students will carry them (fill with content). It will be obvious if you are not familiar with the reading. *Note that you have to be familiar with the reading, i.e., be able to carry on an intelligent discussion about it, not simply have read it.*

   **b. Experiential Activities and Sharing:** Experiential exercises/activities will be part of this course. Students are expected to fully participate and share their reflection of these experiences. Students are to give respectful feedbacks to one another and abide by confidentiality, i.e., what is said in the classroom stays in the classroom walls.
1. Attendance
The University reserves the right to drop students who do not attend class the first night of class. The counseling program reserves the right to drop students with two unexcused absences.

The instructor will take attendance. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. You choose an accelerated program; you are required to meet the expectations of the accelerated program. Students are expected to attend all classes, and be on time. Students are expected to arrive at class having completed the reading assignments and prepared to participate in all activities.

Self-disclosure is a requirement of CACREP and the ACA Ethical Code (2014). However, you chose how much you disclose. While self-disclosure is required for counselors in training, understand that if you disclose that you may or will harm yourself or another, confidentiality will be broken and appropriate responses will occur. Understand that if you state that you were sexually abused at some point, you will be asked about the perpetrator (in private) as required by mandated reporters. Confidentiality is a key practice for counselors. Insure you are evidencing it in class and out of class.

The student is subject to appropriate academic penalty for incomplete or unacceptable work, and or for excessive or unexcused absences.

All technological devices, including cell phones, pagers, I Pods, etc. are to be shut off during class time. Texting, emailing, or surfing the web is strictly prohibited during class. If the instructor notices a student on the phone, the student will be approached and discussed in private. Appropriate consequences will follow.

2. Exams
There will be two exams consisting of multiple-choice and short answer questions.

A. Students will read the chapter from the McGoldrick et al., (on reserve—see instructor) that matches their family heritage. Students will integrate that chapter with their family of origin history and complete a 5-7 page paper (plus cover and reference pages) use APA Style. See appendix B.

Read and apply one chapter (the one that corresponds most to your family ethnicity) from McGoldrick et al., Ethnicity and Family Therapy, 3rd ed. (on reserve in the library), to your paper.

Use the following as subheadings on your paper:
- Evidence a brief outline of the chapter in your paper.
- Evidence how the McGoldrick chapter evidences in your family;
- And how a counselor would use the information; and
- Finally, discuss how your family of origin dynamics/issues have affected and influenced you according to McGoldrick et al.
- Discuss possible helpful ways to address these issues/dynamics in your family according to McGoldrick et al., and what you have learned so far in class (use references)

B. Genogram
Each student will construct a genogram of his or her family. See Appendix B.

Some class time may be provided to complete this project.

The paper will be turned in via email to the instructors webster.edu address by 530p on the due date; the actual genogram is due in class or delivered to the professor’s office prior to class.
5. Capstone Paper—Family Case Conceptualization

Each student will turn in a 8-12 page, two part case conceptualization (paper) based on a case vignette (from instructor) as the case relates to (your choice of) one theory from the Gadding text and lessons/concepts learned throughout the term. See Appendix C.

The paper will be emailed to the instructor’s webster.edu address by 530 on due date. Some class time may be provided to complete the capstone project.

Grading:

Attendance and Participation in class discussion (9 classes @ 10pts)...90

“My Family” Paper: ............................................................100
(paper=65 pts)
(genogram=35 pts)

Capstone Project: ............................................................100

Exams (2 at 50 pts each). .................................................... 100

Total .................................................. 390 pts

Note: RE written assignments: a counselor’s written word significantly relates to their credibility. Therefore, one point per grammar, spelling or syntax error, beyond the first two errors, will be deducted from the assignment’s final grade. (Note that some projects have only 30 points to start). Therefore, PROOF your papers and pay attention to Grammar and Spell check features.

NOTE: all projects are to be completed and turned in on time. Students with ‘acceptable’ grades are not to skip a project, or turn in subpar work because they have enough points in other categories. Your final grade includes participation, which includes turning in all projects with evidenced concentrated effort.

Policy Statements:

University Policies

Policy Statements: University Policies

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

Drops and Withdrawals

Be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Special Services

If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

Disturbances

By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior, including disrespectful comments or behaviors, lack of attendance, silence and or
lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including referral to remediation for student success, removal from the course, and or dismissal from the program.

The carrying of weapons onto campus is forbidden.

**Conduct:**
Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the Office of Academic Affairs. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Counseling Student Handbook.

<table>
<thead>
<tr>
<th>Course Policies</th>
<th>Due to the nature of this course, its materials and assignments, professional conduct and member confidentiality is very important.</th>
</tr>
</thead>
</table>

**Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:**
In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding
counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

**ACA Code of Ethics (2014)**

*Counselors* [Counselor-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). *Students and supervisees* have a responsibility to understand and follow the ACA Code of Ethics. *Students and supervisees* have the same obligation to clients as those required of professional counselors (see F.5.).

**Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor. Respect for others when you are with them is a key trait for counselors. Insure you are evidencing it in and out of class.

**Social Networks**

Use of any social networks is prohibited in class; and no information discussed in class is permitted to be referred to or related on any form of social network or public forum. If a student does so, the student will be dropped from the course, no questions asked and no refund made, and the student will be referred to remediation. This course involves respect and confidentiality of comments and discussions. You are here to learn from your classmates and instructor, hence, outside social networking or phone is not tolerated. Confidentiality is a key practice for counselors. Insure you are evidencing it in class and out of class.

Students may use computers during class time for note taking for this course only. Students are not permitted to be working on any other courses or work other than the Coun 5600 course documents during class time. Integrity is a key trait for counselors. Insure you are evidencing it in class.

**Academic Integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else’s work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student’s part. If you believe
that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in. **Honesty is a key trait for counselors. Insure you are evidencing it in and out of class.**

**Course Attendance:**
The University reserves the right to drop students who do not attend class the week of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate’s notes. **Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Each unexcused absence (one without a doctor’s note or funeral notice of immediate family) = loss of 15 attendance points. Being more than 10 mins late = loss of 4 attendance points. Not participating in discussion = loss of 6 attendance points for the day.

**Note:**
To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

### Weekly Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Be well read enough to actively participate in a class discussion on: Gladding, CH 1, The History of Family Therapy: Evolution and Revolution; and CH 2, The Theoretical Context of Family Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Be well read enough to actively participate in a class discussion on: Gladding, CH 3, Types and Functionality of Families; and reading on The Genogram (on Canvas)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Be well read enough to actively participate in a class discussion on: Gladding, CH 7, The Process of Family Therapy; and reading on Systems (on Canvas)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Be well read enough to actively participate in a class discussion on: Gladding, CH 5, Working with Culturally Diverse Families</td>
</tr>
<tr>
<td><strong>DUE:</strong> FAMILY HISTORY PAPER INTEGRATING MCGOLDRICK DUE</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Be well read enough to actively participate in a class discussion on: Gladding, CH 4, Working with Single-Parent and Blended Families</td>
</tr>
<tr>
<td><strong>DUE:</strong> MIDTERM covering: CHS 1, 2, 3, 7, 5; readings on Systems and the Genogram</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Be well read enough to actively participate in a class discussion on: Gladding, CH 18, Working with Substance-Related Disorders, Domestic Violence, and Child Abuse;</td>
</tr>
<tr>
<td>Week 7</td>
<td>Be well read enough to actively participate in a class discussion on: Gladding, CH 6, Ethical, Legal, and Professional Issues in Family Therapy</td>
</tr>
</tbody>
</table>
Week 8:
Be well read enough to actively participate in a class discussion on:
Gladding, CH 8, Couples and Marriage Therapy and Enrichment; and CH 17, Research and Assessment in Family Therapy

Week 9:
- Course Evaluation
DUE: FINAL EXAM CHS 4, 18, 6, 8, 17; closing discussion, course evals; *
DUE: CAPSTONE PAPER
## Appendix A
### COUN 5540 Family Systems Theory
#### All Projects Scoring Rubric

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Fails to meet criteria at program level</th>
<th>Minimally meets criteria at program level</th>
<th>Meets criteria at program level</th>
<th>Exceeds criteria at program level</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content knowledge:</strong> 45%</td>
<td>The project contains little or no evidence that the student has read, viewed, and understood the concepts and issues presented.</td>
<td>The project contains minimal evidence that the student has read, viewed, and understood the concepts and issues presented.</td>
<td>The project contains sufficient evidence that the student has read, viewed, and understood the concepts and issues presented.</td>
<td>The project contains substantial evidence that the student has read, viewed, and understood the concepts and issues presented.</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Awareness/Intervention 35%</strong></td>
<td>The student failed to respond to the requirements of the assignment; and/or the response is weakly or mostly unrelated to the subject matter of the assignment.</td>
<td>The student minimally responded to the requirements of the assignment; and/or the response is loosely related to the subject matter of the assignment.</td>
<td>The student responded to the requirements of the assignment in a comprehensive manner; and/or the response is directly related to the subject matter of the assignment.</td>
<td>The student responded to the requirements of the assignment in an outstanding manner; and/or the response is expertly crafted to relate to the subject matter of the assignment.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Writing 20%</strong></td>
<td>Writing is significantly below graduate-level writing expectations; uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax. APA Style is less than 70%.</td>
<td>Writing is minimally satisfactory for graduate-level writing expectations; occasionally uses unclear and inappropriate language; and/or has a few errors in spelling, grammar, and syntax. APA Style is 71%--80%.</td>
<td>Writing is satisfactory for graduate-level writing expectations; uses clear and appropriate language; and/or has no errors in spelling, grammar, and syntax. APA Style is 85% or above.</td>
<td>Writing is excellent for graduate-level writing expectations; and/or the paper: uses very clear and appropriate language; and/or has no errors in spelling, grammar, and syntax. APA Style is 100%</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments:

Grade:
Appendix B
COUN 5540 Family Systems Theory
Project Scoring Rubric

My Family Paper and Genogram

Rubric

Read and apply one chapter (the one that corresponds most to your family ethnicity) from McGoldrick et al., *Ethnicity and Family Therapy*, 3rd ed. (on reserve in the library or see instructor), to your conceptualization of your family. Use the following bolded phrases as subheadings on your paper:

- Evidence a **brief outline** of the McGoldrick chapter in your paper.
- Evidence how the McGoldrick chapter **evidences** in your family;
- And how a counselor would **apply** the information; and
- Finally, discuss how your family of origin **dynamics/issues have affected and influenced you according to** McGoldrick et al. (insure you are conceptualizing with information from the McGoldrick chapter)
- Discuss **possible helpful ways to address these issues/dynamics in your family according to McGoldrick et al., and what you have learned so far in class** (use references)

B. Genogram

Each student will construct a genogram of his or her family that corresponds to the above. See Appendix B. Some class time may be provided to complete this project.

*The paper will be turned in via email to the instructors webster.edu address by 530p on the due date; the actual genogram is due in class or delivered to the professor’s office prior to class.*

**Paper:**

- Accurate Conceptualization of McGoldrick chapter _____/10 pts
- Appropriate/logical application of McGoldrick chapter to family _____/10pts
- Depth of family analysis and application to self _____/25 pts
- Adherence to APA Style _____/10pts
- Writing: grammar, sentence and paragraph structure, spelling _____ 10 pts

*subTotal Points:* _____/65

**Genogram:**

- Creativity _____/5
- Did you address enough patterns and symbols _____/5
- Logical written summary/analysis of the Genogram _____/15
- Writing: grammar, sentence and paragraph structure, spelling _____ 10 pts

*subTotal points:* _____/35

**PROJECT TOTAL POINTS** _____/100

**Following instructions: Papers that do not follow instructions precisely [organization, subheadings, etc.] will be returned to student for rewrite and resubmit within 48 hours with an automatic 10 pt deduction for return and resubmit. Each 12 hours beyond the 48 hour deadline will deduct an additional 10 pts. SUM: read instructions and proof your paper.**
Appendix C  
COUN 5540 Family Systems Theory  
Project Scoring Rubric

Capstone—Case Conceptualization of Theory and Course Lessons as Applied to Family Counseling Scenario  
Rubric

The Capstone Project is a comprehensive paper that synthesizes your learning from the course lessons. The paper will be APA Style, no less than 8 pages (including cover page and references; no abstract) and no more than 12 pages (including cover page, and references; no abstract). You will be provided a case study of a family. You will read (on your own) one theory chapter from Gladding, chapters 9-16. You will integrate that theory and your lessons into your case conceptualization of the case study.

Your paper has two parts: Part I is your opportunity to clearly, concisely and thoroughly convince the reader (instructor) of your comprehensive understanding of the theory as outlined in the Gladding text. Part II is your opportunity to clearly, concisely and thoroughly convince the reader of what you have learned from the lessons this term while synthesizing that information with your selected theory into a case conceptualization of the case study. Follow the below:

Written conceptualization, Part I: APA Style. Follow instructions and provide a brief overview of your selected theory from Gladding, chapters 9-16. Include each of the following as a subheading and content:
- Name of the theory
- Key tenets of theory
- Role of the counselor
- What creates behavior change
- Techniques used in this theory

**POINTS:  /30

Content—20 pts
APA style—5pts
Grammar, spelling, proper paragraph and sentence structure—5pts

Following instructions: Papers that do not follow instructions precisely [subheadings, etc.] will be returned to student for rewrite and resubmit within 48 hours with an automatic 10 pt deduction for return and resubmit.

Written conceptualization, Part II: Conceptualize your family case as a counselor thinking through the lens of your selected theory and concepts/lessons you learned from class and respond to the following items based. Use APA style and appropriate references. Follow instructions. Write as the counselor treating the family. Each bolded word is to be used as a subheading.
- Specifically, what will the assessment phase of counseling look like with this approach and this family?
- What is the presenting family concern/issue
- What is the family’s stated goal(s) for counseling?
- Is your goal(s) for counseling different from their stated goal?
- How does this theory conceptualize/frame the family’s issues (review theoretical formulations)
- Specifically, how will your theory create behavior change in this family?
- What techniques will you use with this family? Be descriptive.
- Specifically, using at least two references from counseling sources (peer reviewed journals), in addition to the Gladding text, what is the empirical evidence for success with this theoretical approach?
- References

**POINTS:  /70
**PROJECT TOTAL POINTS  ___  /100**

**Points:**

Content—80 pts
APA style—10pts
Grammar, spelling, proper paragraph and sentence structure—10 pts

Following instructions: Papers that do not follow instructions precisely [subheadings, etc.] will be returned to student for rewrite and resubmit within 48 hours with an automatic 10 pt deduction for return and resubmit. Each 12 hours beyond the 48 hour deadline will deduct an additional 10 pts. SUM: read instructions and proof your paper.