Family Systems Theory

COUN-5540

S1 2022   Section BG   3 Credits   01/10/2022 to 03/11/2022   Modified 12/17/2021

🕒 Meeting Times

Term Dates: Jan. 10, 2022 - March 11, 2022

Course	Section	Description	Instructor	Room
COUN 5540	(BG)	Family Systems Theory	Dr. K. Duffy, PhD	SDC 304

Days and Times

Wednesdays @ 6;00pm (1800hrs)

👤 Contact Information

Webster Office#: 910-436-9802

Dr. Duffy's Email address: kennethduffy09@webster.edu

Dr. Duffy's Cell Phone #: 919-708-3357

💻 Description

This course defines and explores the contribution of general systems theory to the development of family therapy. The focus is on examining different family systems theories, multicultural influences and ethical components. Self-growth experiential activities are associated with this course content.

◎ Objectives

	COUN 5540 – Course Standards *Upon successful completion of this class students will be able to:*	Assignment(s)
Knowledge	1. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP Standard CMHC C.8.)	Exams
	2. Integrate systems perspective with theories of individual and family development and transitions across the life span (CACREP Standard II.G.3.a)	MTX and FX Exams Family of Origin Project Capstone Project

Skills	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)	Exams and "My Family" Project And Capstone Project

📊 Outcomes

Knowledge

1. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP Standard CMHC C.8.)
2. Integrate systems perspective with theories of individual and family development and transitions across the life span (CACREP Standard II.G.3.a)

Skills

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)

📘 Materials

Required:

Gladding, S. (2017). _Family therapy: History, theory and practice (7th Ed.)._ Boston: Pearson. ISBN-10: 0134785258

Other professional journal articles and materials as required by the faculty.

☰ Deliverables

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., to 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 feedback to one another and abide by confidentiality, i.e., what is said in the classroom stays in the classroom walls.

2. Attendance
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. This is an accelerated program, assignments and readings come due sooner than non-accelerated programs—be prepared. Students 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 in 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 or other abused at some point, you will be asked about the perpetrator (in private) as required by mandated reporters and may be required to meet with the faculty outside of class. 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 unless the course is meeting via Zoom. In that instance, students may have their computer on, do not attend to phones. 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 and may be referred to Remediation process. Appropriate consequences will follow.

3. Exams
There will be A Mid Term Exam (MTX) and a Final Exam (FX) consisting of multiple-choice, true or false, and short answer questions.

4. Family of Origin Paper and Genogram
A. Students will complete a 5-7-page paper (plus cover and reference pages) using APA 7 Student Style. See appendix B.
1. Provide a brief outline of the ethnicity of your immediate family of origin. Include at least one professional reference from which you drew your outline (2-3 paragraphs)
2. Describe how your ethnicity was/is evident in your family (2-3 paragraphs);
3. Explain how a counselor would use the information of your ethnicity (2-3 paragraphs); and
4. Discuss how your family of origin dynamics/issues have affected and influenced you (1-2 paragraphs).
5. Discuss possible helpful ways to address these issues/dynamics in your family according to the Gladding text 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.

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.

Some in class time may be provided to complete the capstone project.

✔ Evaluation

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

A/A-   Superior graduate work (A=94-100%; A-=90-93%)

B+/B/B-   Satisfactory graduate work (B+=87-89%; B=84-86%; B-=80-83%)

C   Marginal work (C-79-70%)

CR   Credit given for practica/internships

I   Incomplete work

ZF   Permanent grade for unfinished incomplete grade which treated as an F

W   Withdrawn from the course

The Grading Scale for this course is as follows:

A = 93 - 100%

A- = 90 - 92%

B+ = 88 - 89%

B = 82 - 87%

B- = 80 - 81%

C = 70 - 79%

F = 0 - <70%

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.

📅 Schedule

Week 1:

- Course Introduction and Syllabus Review
- Instructor Presentation and Discussion:

CH 1, The History of Family Therapy: Evolution and Revolution;

CH 2, The Theoretical Context of Family Therapy

     CH 3, Types and Functionality of Families; and reading on The Genogram (on Canvas)

Week 2: Gladding, CH 7, The Process of Family Therapy; and reading on Systems (on Canvas

Week 3: Gladding, CH 7, The Process of Family Therapy; and reading on Systems (on Canvas)

Week 4:

Gladding, CH 5, Working with Culturally Diverse Families

Week 5:

Gladding, CH 4, Working with Single-Parent and Blended Families

DUE: FAMILY of ORIGIN PAPER

DUE: GENOGRAM

DUE: MIDTERM: Chapters 1, 2, 3, 7, 5; readings on Systems and the Genogram
Week 6:

Be ready to to actively participate in a class discussion on:

Gladding, CH 18, Working with Substance-Related Disorders, Domestic Violence, and Child Abuse;

Week 7 :

Be ready to actively participate in a class discussion on:

Gladding, CH 6, Ethical, Legal, and Professional Issues in Family Therapy

Week 8:

Be ready 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:

- Due StudentCourse Evaluation

DUE: FINAL EXAM Chapters 4, 18, 6, 8, 17; closing discussion, course evals; *

DUE: CAPSTONE PAPER

🏛 Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

[http://www.webster.edu/catalog/current/undergraduate-catalog/ (http://www.webster.edu/catalog/current/undergraduate-catalog/)](http://www.webster.edu/catalog/current/undergraduate-catalog/)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

[http://www.webster.edu/catalog/current/graduate-catalog/ (http://www.webster.edu/catalog/current/graduate-catalog/)](http://www.webster.edu/catalog/current/graduate-catalog/)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate
[http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading (http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading)](http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading)

Graduate
[https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem (https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem)](https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that they understand and follow the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The university's Academic Honesty Policy is published in academic catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html
(http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)

As a part of the university commitment to academic excellence, the Reeg Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster
(https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster)

Statement of Ethics

Webster University strives to be a center of academic excellence. The university makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics
(http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/ethics.html (http://www.webster.edu/catalog/current/graduate-catalog/ethics.html)

Important Academic Resources

Academic Accommodations and Support

At Webster University, we understand that all students learn differently and may have specific, often differing, learning needs. Some examples are doing rather than watching, being active instead of sitting still, and taking frequent breaks. For others, the professor needs to speak louder, give more clear instructions, and be understanding with health issues. Regardless of what makes learning easier for you, our goal is to provide the most accessible learning environment possible for each student. If there

are any specific needs you'd like to make your instructors personally aware of, including any academic accommodations, please reach out to them directly.

Webster University supports students in several ways. Students with academic/learning, health, physical, and psychological disabilities and students who have accessibility concerns can reach out to Webster's Academic ADA Coordinator at disability@webster.edu. You can also reach out if you have any questions relating to accessibility.

Online resources through WorldClassRoom (Canvas) have a variety of accessibility tools, provided through a program called Ally, for both students and faculty. Ally is free and already incorporated into WorldClassRoom. It helps students who have visibility and attention challenges; who need easier access to course materials from mobile phones, tablets, electronic readers, etc.; or who need or prefer file types different from the format uploaded by the instructor. You can find more information about Ally at https://webster.edu/online/ally.php (https://webster.edu/online/ally.php).

Life circumstances can make focusing on education, or anything else, difficult. For this reason, several additional resources and services are available to students at no cost:

1. Reeg Academic Resource Center (https://websteru.sharepoint.com/sites/ReegARC (https://websteru.sharepoint.com/sites/ReegARC))
   - Academic Counseling: academiccounseling@webster.edu
   - Assistive Technology: atacr@webster.edu
   - Disability Accommodations: disabilty@webster.edu
   - Testing Center: arc@webster.edu
   - Tutoring: tutoring@webster.edu
   - Writing services: writing@webster.edu

2. Counseling and Life Development (https://www.webster.edu/student-counseling.php (https://www.webster.edu/student-counseling.php)): 314-968–7030 or counselingld@webster.edu (these contact methods are non-confidential, but appointments are confidential)

Lastly, circumstances change. If, at any point throughout your education, you find that something is making learning difficult for you, please reach out to your instructor directly and/or to Webster's ADA team. It is never too late to ask for accommodations. We entirely support you and want you to have the best and most accessible education possible.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at https://www.legacy.webster.edu/success/students.html. (https://www.legacy.webster.edu/success/students.html)

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the university's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu (http://library.webster.edu/). For support navigating the library's resources, see http://libanswers.webster.edu/ (http://libanswers.webster.edu/) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a

course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html (http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html (http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html)

Academic Calendar - http://www.webster.edu/academics/academic-calendar/ (http://www.webster.edu/academics/academic-calendar/)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html (http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html (http://www.webster.edu/catalog/current/graduate-catalog/tuition.html)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/ (http://www.webster.edu/student-handbook/)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

https://webster.edu/titleix/policy.php (https://webster.edu/titleix/policy.php)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

https://www.legacy.webster.edu/irb/ (https://www.legacy.webster.edu/irb/)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming university email. Students may choose to have their

University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

[https://www.webster.edu/technology/service-desk/ (http://www.webster.edu/technology/service-desk/)](http://www.webster.edu/technology/service-desk/)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

[https://worldclassroom.webster.edu/ (https://worldclassroom.webster.edu/)](https://worldclassroom.webster.edu/)

Webster Alerts

Webster Alerts is the university's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit (sign with your university-provided email and password:

[https://www.getrave.com/login/webster (https://www.getrave.com/login/webster)](https://www.getrave.com/login/webster)

🌐 Campus Information

☷ Additional Items

Appendix A

COUN 5540 Family Systems Theory

Instructor Overall Scoring Rubric All Projects

Student Name:

Grading Criteria	Fails to meet Rubric criteria at program level	Minimally meets criteria at program level	Meets criteria at program level	Exceeds criteria at program level	Score/ Level
# Content knowledge: 45%	The project contains little or no evidence that the student has read, viewed, and understood the concepts and issues presented.	The project contains minimal evidence that the student has read, viewed, and understood the concepts and issues presented.	The project contains sufficient evidence that the student has read, viewed, and understood the concepts and issues presented.	The project contains substantial evidence that the student has read, viewed, and understood the concepts and issues presented.	

Personal Awareness/ Intervention 35%	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.	The student minimally responded to the requirements of the assignment; and/or the response is loosely related to the subject matter of the assignment.	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.	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.	
Quality of Writing 20%	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%.	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%.	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.	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%	

Additional Comments:

Grade:

Appendix B

COUN 5540 Family Systems Theory

Project Scoring Rubric

Family of Origin Paper and Genogram

Rubric

My Family: How It All Started – Family of Origin Paper and Genogram

A. Students will complete a 5-7 page paper (plus cover and reference pages) using APA Style. · Provide a brief outline of the ethnicity of your immediate family of origin. Include at least one professional reference from which you drew your outline (2-3 paragraphs)· Describe how your ethnicity evidences in your family (2-3 paragraphs);· Evidence how a counselor would use

the information of your ethnicity (2-3 paragraphs); and ·   Finally, discuss how your family of origin dynamics/issues have affected and influenced you (1-2 paragraphs). ·   Discuss possible helpful ways to address these issues/dynamics in your family according to the Gladding text 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. *Some class time may be provided to complete this project.*

<u>Paper:</u>

Accurate Conceptualization of ethnicity _____/ 5pts

Appropriate/logical application of ethnicity to family _____/5pts

Depth of family analysis and application to self _____/10 pts

Adherence to APA 7 Student Style _____/5pts

Writing: grammar, sentence and paragraph structure, spelling _____ 5 pts

sub Total Points: _____/30

<u>Genogram:</u>

Creativity   _____/5

Did you address enough patterns and symbols   _____/5

Logical written summary/analysis of the Genogram   _____/10

Writing: grammar, sentence and paragraph structure, spelling _____ 5 pts

sub total points: _____/25

PROJECT TOTAL POINTS   _____/55

 **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 needed). 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 convince the reader (instructor) of your comprehensive understanding of the theory clearly, concisely and thoroughly as outlined in the Gladding text. Part II is your opportunity to convince the reader clearly, concisely and thoroughly 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: /15

Points:

Content—10 pts

APA style—2pts

Grammar, spelling, proper paragraph and sentence structure—3pts

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: /35

PROJECT TOTAL POINTS   ___ /50

Points:

Content:25

APA style:5

Grammar: 5

Following instructions: Papers that do not meet the requirements: [subheadings, and so forth.] will be returned to student for rewrite to be resubmitted within 48 hours with an automatic 10 pt deduction for return and resubmit. For each 12 hours beyond the 48 hour deadline an additional 10 pts will be deducyed. SUM: read instructions and proof your paper.