

George Mason University
College of Education and Human Development
Counseling Program

EDCD 658.001 – Couples and Family Counseling
3 Credits, Fall 2022
Thursdays, 4:30 – 7:10 PM
Fairfax campus – Aquia Building Room 219

Faculty

Name: Theodore A. Hoch, Ed.D., B.C.B.A.-D., L.B.A., L.P.C.
Office Hours: By Appointment
Office Location: Suite 100, Finley Building
Krug Hall Suite, 202 (Counseling Office)
Office Phone: Counseling Office 703-993-2087
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Prerequisites/Corequisites

B or better in EDCE 603; and in EDCE 609 or concurrent

University Catalog Course Description

Introduces major approaches to counseling couples and families. Uses case studies and simulations to facilitate transition from theory to practice.

Course Overview

This course provides a broad overview of principles, theories and methods of family counseling/therapy. The focus of the course will be on developing an understanding of family functioning and processes across the life-cycle and models for intervention with families. The course will be both didactic and experiential consisting of lectures, consideration of case studies, viewing of video segments and experiential activities.

Course Delivery Method

This course will be delivered using a lecture format.

Course Objectives

This course is designed to enable students to do the following:

- Gain an understanding of family structures, process and functioning across the life cycle,
- Gain an understanding of functional and dysfunctional family challenges, processes and behaviors,
- Become familiar with the historical legacy and rich history of the field of couple and family counseling/therapy, and
- Become familiar with the concepts, theories and methods reflective of the major systemically-linked approaches for intervention with couples and families.

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP)

Upon completion of this course, students will have met the following professional standards:
None

Required Text

- Nichols, M.P. (with Sean D. Davis), (2017). *Family Therapy: Concepts and Methods (11th Edition)*. Boston: Pearson.

Encouraged Supplemental Readings/Resources:

- Bray, J. H. Couple and Family Assessment. (2013). In Bray, H. & Santon, M. (Eds.), *Handbook of Family Psychology*. (pp. 151-164). Malden, MA: Wiley-Blackwell.
- Calapinto, J. (2016). Structural Family Therapy. In Sexton, T.L. and Lebow, J. (Eds.), *Handbook of family therapy*. (pp. 120-133). New York: Routledge.
- Cheung, S: Solution-Focused Brief Therapy. (2013). In Bray, H. & Santon, M. (Eds.), *Handbook of family psychology*. (pp. 212-225). Malden, MA: Wiley-Blackwell.
- Falicov, C.J. (2016). Multiculturalism and Diversity of Families. In Sexton, T.L. and Lebow, J. (Eds.), *Handbook of family therapy*. (pp. 66-85). New York: Routledge.
- Harris, R. (2009). *ACT Made Easy*. Oakland, CA: New Harbinger Publications.
- Lebow, J. (2016). Integrative Approaches to Couple and Family Therapy. In Sexton, T.L. and Lebow, J. (Eds.), *Handbook of family therapy*. (pp. 205-227). New York: Routledge.
- Magnavita, J.J. (2013). Psychodynamic Family Psychotherapy: Toward Unified Relational Systematics. In Bray, H. & Santon, M. (Eds.), *Handbook of family psychology*. (pp. 240-257). Malden, MA: Wiley-Blackwell.
- Milhausen, R & Neustifter, R. (March/April 2014). Diversity in Today's Families. *Family Therapy Magazine*. (pp. 20-21). Washington, DC: American Association for Marriage and Family Therapy.
- Walsh, F. A. (2016). Family Developmental Framework: Challenges and Resilience Across the Life Cycle. In Sexton, T.L. and Lebow, J. (Eds.), *Handbook of family therapy*. (pp. 30 – 47). New York: Routledge.
- Wanlass, J & Scharf, D.E. (2016). Psychodynamic Approaches to Couple and Family Therapy. In Sexton, T.L. and Lebow, J. (Eds.), *Handbook of family therapy*. (pp. 134-158). New York: Routledge.

Streaming Video Resources (Many are on the Blackboard Site):

Recordings we will use for this course are identified in each week's Blackboard folder. All are available through the GMU library's website (instructions in the weekly folders). A large collection of video may be streamed to your computer – search the Fenwick Library collection of videos by searching on “family therapy.” During the semester, specific videos may be assigned for viewing while others may be recommended.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

- **Assignments and/or Examinations**

(NOTE THAT LATE ASSIGNMENTS WILL NOT BE ACCEPTED)

- **Class Participation (20% of Course Grade)**

- As this course is BOTH didactic AND experiential, it is essential and required that students attend AND participate actively in each class session – if you will need to miss a class session, please notify the instructor via email in advance of the class session.
- During each class session, students will work in groups to do the following:
 - Work through questions to be discussed with the class afterward.
 - Practice procedures relevant to the content of the week's class session.

- **Readings**

- It is expected that students will read assigned content from the textbook as well as other assigned supplemental readings – class presentations and discussions will be supplemental to the assigned readings. In addition, other readings and video resources also will be available as supplemental resources for the course.

- **Personal Genogram (of your own family of origin) -- (15% of Course Grade)**

- You are to complete a personal genogram of your own family of origin of at least three (3) generations. Include in your genogram pertinent data such as sex, age, ethnicity, place of birth and significant life-cycle events. In addition to the graphic depiction of your family of origin genogram, you also are to prepare a narrative of NO MORE THAN 5 PAGES that describes your family including: family roles, structures and processes (rules). In addition, provide an overview of how you (as a family counselor/therapist) would view the significant issues and challenges your family of origin faces together with a glimpse of your initial goals, objectives and intervention plan for working with your family.

- **Group Project – (15% of Final Grade)**

- Students will be divided into small groups. Each group will be assigned a perspective, theory or model in the field of couple and family therapy. The group is asked to prepare a case study of the application of the model with a couple or family that includes a brief clinical demonstration that includes and an associated brief presentation of what they will be/have demonstrated and how their demonstration is representative of key elements of the approach. Each member of the group should equally participate in the preparation of and participation in the presentation.

- **Paper -- (25% of Course Grade)**

Prepare a paper of NO MORE THAN 10 PAGES (12 FONT) IN LENGTH that includes these sections:

- *Introduction* – introduce, define, and discuss the issue, theory, or method – about 2 paragraphs
- *History* – development and theoretical underpinnings of the issue, theory, or method; who was involved, and how (and where, if relevant); what preceded and led to development of the issue, theory, or method; the course of its evolution – 3 – 4 pages

- *Present Status* – where the issue, theory, or method stands in the current state of family counseling, and its current applications and evidence base – 1 – 2 pages
- *Case Study* – Give a scenario. Explain how the scenario exemplifies the issue, theory, or method, or how the issue, theory, or method could be applied – 1 – 3 pages
- *Future Directions* – what future therapists or researchers could consider, and why (1 – 2 paragraphs)

Access the appropriate databases in the GMU library to locate the literature you need, select your literature, and read it ahead of time. (Neither webpages nor Wikipedia will be acceptable reference sources for this paper.). In addition, as part of your paper, describe a fictional “case study” of how the chosen model is applied within the context of a family-focused intervention.

- **Final Examination -- (25% of Course Grade)**

There will be a take-home final examination for the course, which will be due NO LATER than 7:30 pm on the date indicated in the course calendar in this syllabus.

Other Requirements

COURSE EXPECTATIONS

APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers.

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class, unless specific class activities include internet-based activities. Please keep them stowed away and out of sight. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) is prohibited and will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance

In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments

Unless otherwise noted, the assignments for the course are to be **submitted in class on the due date.** Late assignments will not be accepted. Additional assignments and/or assessments may be added at the instructor’s discretion.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling Program. The GMU English Department has developed the following statement regarding plagiarism: “Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

The performance-based assessment for this course is the PAPER that is due on November 15.

Grading

Final Grade Matrix:

Assignment	Points
Class Participation	20
Personal Family of Origin Genogram	15
Group Project	15
Paper	25
Final Exam	25
TOTAL POINTS POSSIBLE	100

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes,

University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
Intermediate (Practicum)	<i>Core:</i> 608, 660, 628, 619, 610, 797

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

DATE	TOPIC	READING & ASSIGNMENT(S) DUE
25 Aug Week 1	Course Introduction and Syllabus review Student and Instructor Introductions Group Assignment Course Expectations	<input type="checkbox"/> Acquire Textbook and Begin Reading <input type="checkbox"/> Review Syllabus <input type="checkbox"/> Review Blackboard site <input type="checkbox"/> Select Groups and Group Assignments <input type="checkbox"/> Begin introduction to Couples and Family Counseling and its history
1 Sep Week 2	Historical Roots and Legacy of Family Counseling/Therapy Systems Theories and Concepts	<input type="checkbox"/> Nichols Chapter 1, 3 & 14 <input type="checkbox"/> Milhausen, R & Neustifter, R. (March/April 2014). Diversity in Today's Families. <i>Family Therapy Magazine</i> . (pp. 20-21). Washington, DC: American Association for Marriage and Family Therapy. <input type="checkbox"/> Falicov, C.J. (2016). Multiculturalism and Diversity of Families. In Sexton, T.L. and Lebow, J. (Eds.), <i>Handbook of family therapy</i> . (pp. 66-85). New York: Routledge. <input type="checkbox"/> View video in weekly folder on Blackboard
8 Sept Week 3	Family Assessment Beginning Phase of Family Intervention & Treatment Terminology	<input type="checkbox"/> Nichols Chapters 2 <input type="checkbox"/> Review Dyadic Adjustment Scale Resources <input type="checkbox"/> Bray, J. H. Couple and Family Assessment. (2013). In Bray, H. & Santon, M. (Eds.), <i>Handbook of Family Psychology</i> . (pp. 151-164). Malden, MA: Wiley-Blackwell. <input type="checkbox"/> Walsh, F. A. (2016). Family Developmental Framework: Challenges and Resilience Across the Life Cycle. In Sexton, T.L. and Lebow, J. (Eds), <i>Handbook of family therapy</i> . (pp. 30 – 47). New York: Routledge. <input type="checkbox"/> View video in weekly folder on Blackboard
15 Sept Week 4	Continue Basic Terminology, Family Assessment, and Beginning Phase of Intervention and Treatment	<input type="checkbox"/> Continuation with Week 3 reading material <input type="checkbox"/> View video in weekly folder on Blackboard
22 Sept Week 5	Structural Models of Family Counseling/Therapy	<input type="checkbox"/> Nichols Chapter 6 <input type="checkbox"/> Calapinto, J. (2016). Structural Family Therapy. In Sexton, T.L. and Lebow, J. (Eds.), <i>Handbook of family therapy</i> . (pp. 120-133). New York: Routledge. <input type="checkbox"/> View video in weekly folder on Blackboard
29 Sept Week 6	Strategic Models of Family Counseling/Therapy	<input type="checkbox"/> Nichols Chapter 5 <input type="checkbox"/> Watch <i>Learning and teaching therapy with Jay Haley 2: Brief Strategic Therapy with couples</i> <input type="checkbox"/> View video in weekly folder on Blackboard

6 Oct Week 7	Experiential Models of Family Counseling/Therapy Clinical Practice In-Class Laboratory	<input type="checkbox"/> Nichols Chapter 7 <input type="checkbox"/> Watch Carl Whitaker Video <input type="checkbox"/> Watch <i>Learning and teaching therapy with Jay Haley 8: Unbalancing a Couple</i> <input type="checkbox"/> View video in weekly folder on Blackboard <input type="checkbox"/> Group 1 Presentation
13 Oct Week 8	Genograms and Their Role in Family Counseling/Therapy Bowenian Model of Family Counseling / Therapy	<input type="checkbox"/> Nichols Chapters 4 & 8 <input type="checkbox"/> Watch <i>Family and Community Genograms in Multicultural Counseling</i> <input type="checkbox"/> Group 2 Presentation <input type="checkbox"/> Guest lecture by Dr. John Millikin <input type="checkbox"/> View video in weekly folder on Blackboard
20 Oct Week 9	Psychodynamic Model of Family Counseling / Therapy	<input type="checkbox"/> Nichols Chapters 8 <input type="checkbox"/> Magnavita, J.J. (2013). Psychodynamic Family Psychotherapy: Toward Unified Relational Systematics. In Bray, H. & Santon, M. (Eds.), <i>Handbook of family psychology</i> . (pp. 240-257). Malden, MA: Wiley-Blackwell. <input type="checkbox"/> Wanlass, J & Scharf, D.E. (2016). Psychodynamic Approaches to Couple and Family Therapy. In Sexton, T.L. and Lebow, J. (Eds.), <i>Handbook of family therapy</i> . (pp. 134-158). New York: Routledge. <input type="checkbox"/> View video in weekly folder on Blackboard
27 Oct Week 10	Solution Focused and Brief Therapy Models of Family Counseling/Therapy	<input type="checkbox"/> Nichols Chapter 11 <input type="checkbox"/> Cheung, S: Solution-Focused Brief Therapy. (2013). In Bray, H. & Santon, M. (Eds.), <i>Handbook of family psychology</i> . (pp. 212-225). Malden, MA: Wiley-Blackwell. <input type="checkbox"/> View video on weekly folder in Blackboard <input type="checkbox"/> Group 3 Presentation
3 Nov Week 11	Behavioral and Educational Models of Family Counseling / Therapy Counseling/Therapy Genogram Project DUE	<input type="checkbox"/> Nichols Chapter 9 <input type="checkbox"/> Epstein, N.B., Dattilo, F.M. & Baucom, D.H. (2016). Cognitive Behavioral Couple Therapy. In Sexton, T.L. and Lebow, J. (Eds.), <i>Handbook of family therapy</i> . (pp. 362-386). New York: Routledge. <input type="checkbox"/> View video in weekly folder on Blackboard <input type="checkbox"/> Group 4 Presentation
10 Nov Week 12	Contemporary and Emerging Models of Family Counseling/Therapy	<input type="checkbox"/> Nichols Chapters 12 & 13 <input type="checkbox"/> Ruddy, N. and McDaniel, S. (2016). Medical Family Therapy. In Sexton, T.L. and Lebow, J. (Eds.), <i>Handbook of family therapy</i> . (pp. 471-483). New York: Routledge. <input type="checkbox"/> View video in weekly folder on Blackboard <input type="checkbox"/>

17 Nov Week 13	Integrative Models of Family Counseling/Therapy Convergence of the Field TAKE HOME FINAL DISTRIBUTED	<input type="checkbox"/> Nichols Chapters 10 & 13 <input type="checkbox"/> Lebow, J. (2016). Integrative Approaches to Couple and Family Therapy. In Sexton, T.L. and Lebow, J. (Eds.), <i>Handbook of family therapy</i> . (pp. 205-227). New York: Routledge. <input type="checkbox"/> View video in weekly folder on Blackboard <input type="checkbox"/> Group 5 Presentation
1 Dec Week 14	Acceptance and Commitment Therapy	<input type="checkbox"/> Harris, R. (2009). <i>ACT Made Easy</i> . Oakland, CA: New Harbinger Publications. Introduction – Ch 2. <input type="checkbox"/> Group 6 Presentation <input type="checkbox"/> View video in weekly folder on Blackboard <input type="checkbox"/> PAPER DUE
10 Dec Week 15	TAKE HOME FINAL DUE	

Group Project Topical Assignments

Group 1 – Structural

Group 2 – Strategic

Group 3 – Experiential

Group 4 – Bowenian

Group 5 – Behavioral

Group 6 – Solution Focused

Additional groups and assignments will be made as needed.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition

of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubric(s):

ASSESSMENT RUBRIC FOR THE PAPER (Due on November 15):

Criteria					TOTAL POINTS
Review of Literature & Research	<p>Poor Review of the Research Literature – Incomplete and Not Current.</p> <p>2 Points</p>	<p>Marginal Review of the Research Literature – Provides a Review that is missing important elements and/or is not fully current.</p> <p>5 Points</p>	<p>Good Review of the Research Literature – Provides a Review that is Comprehensive and Complete, yet is missing one or more key and critical elements and perspectives.</p> <p>8 Points</p>	<p>Excellent and Comprehensive Review of the Research Literature that is both comprehensive and current.</p> <p>10 Points</p>	10 Points Maximum
Discussion of Topic	<p>Discussion is superficial and without depth. It is not linked sufficiently to the research literature or provides useful, relevant applied examples.</p> <p>0 Points</p>	<p>Discussion is of interest and reasonable depth yet lacks either sufficient connection to the research literature or relevant applied examples.</p> <p>2 Points</p>	<p>Discussion is of sufficient depth, is linked to the research literature and cites applied examples – at least 1 key element is missing from the discussion.</p> <p>4 Points</p>	<p>Discussion is an excellent synopsis of the issue with links to the research literature and uses multiple applied examples.</p> <p>5 Points</p>	5 Points Maximum
Identification of Directions for Future Study	<p>Paper lacks discussion of directions for future study.</p> <p>0 Points</p>	<p>Paper Includes limited discussion of directions for future study that are NOT consistent with the research literature and/or not highly relevant.</p> <p>2 Points</p>	<p>Paper includes a good discussion of directions for future study that are linked sufficiently to the research literature yet lacks clarity and is incomplete or does not use sufficient logic.</p> <p>4 Points</p>	<p>Paper includes an excellent and comprehensive discussion of directions for future study that are linked fully to the research literature and are clear and complete in its logic.</p> <p>5 points</p>	5 Points Maximum
Fictional Case Study	<p>Poorly conceived case Study.</p> <p>(If Case Study is Not Included in the Paper, 0 Points for this Section)</p>	<p>Acceptable, yet marginal, case study with some limited applied samples of the application of Couples and Family Counseling theories and methods. Case study is not fully relevant to the topic AND not</p>	<p>Good case study with modest applied examples of the application of Couples and Family Counseling theories and methods. Case study is relevant to the topic yet not sufficiently comprehensive</p>	<p>Excellent case study with clear and well-formulated applied examples of the application of relevant Couples and Family Counseling theories and methods.</p>	10 Points Maximum

	2 Points	sufficiently comprehensive to be fully applicable, illustrative or relevant to Couple and Family Counseling topic and method. 5 Points	to be fully applicable, illustrative or relevant to Couple and Family Counseling topic and method. 8 Points	10Points	
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