**Course Information:**

COUN 5313.002 Family Therapy  
Spring 2018  
Time: Wed. 2:00-4:45  
Location: HPR 251

**Instructor Information:**  
Christine McNichols, Ph.D., LPC-S, NCC  
Office: HPR 115  
Office hours: Thursday 1-4  
Telephone: 903-566-7341 (office)  
E-Mail: cmcnichols@uttyler.edu  
[E-mail is the best way to contact instructor. Please do not contact the instructor using the Canvas messaging system. Please include your name and the subject of the email in the subject line and proper professional salutations].

**Course Catalogue Description**

Instruction in theoretical approaches and interventions in family therapy, grounded in human systems theory. Includes the process of conducting family therapy and special aspects of family therapy. Prerequisite: COUN 5312 or PSYC 5312.

**Student Learning Outcomes and Assessments**

Upon completing this course, students will be able to do the following:

1. Articulate a fundamental understanding of family systems theory.
2. Describe assessment, treatment planning, intervention, and outcome evaluation in family therapy.
3. Describe, compare, and contrast two or more approaches in family therapy.
4. Describe family developmental processes as they relate to the family lifecycle.
5. Describe how problems develop, are maintained, and are resolved within a family system.
6. Apply basic family therapy skills to facilitate a focused conversation with a family.
7. Describe family as a distinct cultural system, embedded in and reciprocally influenced by other sociocultural systems.

**CACREP Core Objectives:**

1. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications; (II.G.1.b)
2. self-care strategies appropriate to the counselor role; (II.G.1.d)
3. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (II.G.1.j)
4. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (II.G.2.d)
5. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students understanding of self and culturally diverse clients (II.G.2.b)
6. theories and models of individual, cultural, couple, family, and community resilience; (II.G.3.b)
7. an orientation to wellness and prevention as desired counseling goals; (II.G.5.a)
8. counselor characteristics and behaviors that influence helping processes; (II.G.5.b)
9. essential interviewing and counseling skills; (II.G.5.c)
10. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; (II.G.5.e)

**Clinical Mental Health Counseling Standards**

1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (III.A.2)
2. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (III.A.3)
3. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. (III.E.2)
4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (III.F.3)
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (II.D.5)
6. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. (II.E.5)

**Major Student Activities**

1. Participate fully in all class assignments and activities. Participation includes reading assigned materials due by each class period, and taking part in class discussion.

2. Complete 15 weekly reading check quizzes through Canvas.

   Each week you will complete quizzes from the textbook. You are expected to complete each quiz as you finish reading a chapter. The quizzes are located within your Canvas course and are due by midnight on the due date. The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, I will not re-open quizzes after the due date has passed.

   The quizzes are open-book. You are allowed two untimed attempts, and I will take the highest of the two scores. This system is meant to reward reading and to diminish the stress often associated with exams.
3. Complete a theory paper on one of the family theories listed on the assignment handout located within this syllabus.

4. Complete the creative project which includes constructing a family shadow box and a written reflection paper. Please see attached handout for more details.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Reading Check Quizzes</td>
<td>25</td>
</tr>
<tr>
<td>Family Theory Paper</td>
<td>25</td>
</tr>
<tr>
<td>Family Shadow Box and Reflection Paper</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

You will be evaluated on a 100-point scale. The total number of points you earn will determine your grade.

90-100 points = A
80-89 points = B
70-79 points = C
60-69 points = D
Below 60 points = F

**Teaching Strategies**

- Lecture and Powerpoint
- Class Discussion and case studies
- Media (music, poetry, video, film)
- Reading from the text and articles
- Weekly reading check quizzes

**Required Text:**


NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Highly Recommended Texts:**


COURSE POLICIES

Attendance/ Participation

Final letter grades for this course will be submitted to the registrar and include regular class attendance. **Students are expected to be on time and present for all class meetings.** You can earn a maximum of 10 points for attendance and participation. One absence results in a 2 point deduction. If you are not able to attend class please inform the instructor via email as soon as possible. **Please note that 3 tardies equal 1 absence.**

*Note on Participation*

Be aware that participation in class is much more than simply attending class – it involves contributing to class discussion, asking questions, and taking an active role in class activities. You will receive points for participation.

Assignments

All written assignments must reflect graduate level presentation, including APA 6 format, correct spelling and appropriate punctuation and grammar. Point deductions will be taken for errors in writing skills and APA style.

Please talk with the professor if you are having problems (sooner rather than later).

All assignments must have correct APA formatting:
- 1 inch margins
- 12 point font
- Times New Roman
- Double spaced
- No extra space between paragraphs (please change Word defaults)

Late Policy

Written work will be considered late if not turned in at the beginning of the assigned class period. Late work will result in a reduction of points received (10% per day past the due date). Late work will not be accepted after 48 hours past the due date.

Cell Phones and Other Distractions

Please turn all cell phones, pagers, and other electronic equipment off or on silent (not vibrate) when you enter class. To create a respectful class environment, please refrain from texting, checking messages, etc. If you plan on using a laptop or IPad to take lecture notes please inform the instructor via email prior to bringing these devices to class. In the case of an emergency when you must use your cell phone, please alert the instructor prior to class. Students caught texting during class will be called on specifically to answer questions concerning class lecture or discussion and will be asked to turn off their phones. Repeated offenses will warrant a private discussion with the instructor and may impact your course grade.

Diversity
The instructor will strive to create an environment where students feel comfortable voicing their thoughts without censor. Due to the nature of our field, there may be topics covered in class that may be uncomfortable to think about or consider. Course material and discussion will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**Patriot E-Mail**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system.

**Informed Consent Statement**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:  http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretexs, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2019, the Census Date is January 28th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 28th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
• Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The
electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

**UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**College of Education and Psychology Mission Statement:**

**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

**Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

**Clinical Mental Health Counseling Program Mission Statement:**

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.
**Tentative Class Outline COUN 5313.002 Family Therapy**

*Please note that this is a tentative schedule only. The instructor has the right to alter it accordingly to meet the needs of the class.*

| Jan   | 17 | Welcome; Course overview and requirements; Intro to family systems  
Reading: Chapter 1 |
|-------|----|---|
|       | 24 | Family Development; The Family Life Cycle; Family Development  
Reading: Chapter 2  
Quizzes 1 and 2 Due |
|       | 31 | Diversity in Family Functioning; Culture, Gender, SES; Social Justice  
Reading: Chapter 3  
Quiz 3 Due |
| Feb   | 7  | Systems Theory and Systemic Thinking  
Reading: Chapter 4  
Quiz 4 Due |
|       | 14 | History of Family Therapy  
Reading: Chapter 5  
Quiz 5 Due |
|       | 21 | Professional Issues and Ethics in Family Therapy  
Reading: Chapter 6  
Quiz 6 Due |
|       | 28 | Psychodynamic Models of Family Therapy;  
Reading: Chapter 7  
Quiz 7 Due |
| Mar   | 7  | Transgenerational Models of Family Therapy; Bowen and Contextual Therapy  
Reading: Chapter 8  
Quiz 8 Due |
|       | 14 | Spring Break- No Class |
|       | 21 | Experiential Models of Family Therapy; Whitaker, Kempler, Satir, Johnson & Greenberg  
Reading: Chapter 9  
Quiz 9 Due |
|       | 28 | Structural Models of Family Therapy; Minuchin  
Reading: Chapter 10  
Quiz 10 Due |
| April | 4  | Strategic Models of Family Therapy; MRI Group, Haley & Madenes; Milan Group  
Reading: Chapter 11  
Quiz 11 Due |
Behavioral and Cognitive-Behavioral Models

*Reading: Chapter 12*

*Quiz 12 Due*

*Theory Paper Due*

---

Social Construction Models I: Solution-Focused and Collaborative Therapies; deShazer, Berg, Anderson

*Reading: Chapter 13*

*Quiz 13 Due*

---

Social Construction Models II: Narrative Therapy; White & Epstein

*Reading: Chapter 14*

*Quiz 14 Due*

---

Population-Based Family Treatments

*Reading: Chapter 15*

*Quiz 15 Due*

*Shadow Box Projects Due*
Family Shadow Box (20 points)

In order to best help the individuals, couples and families we serve, we as counselors must first seek to understand how our families of origin have influenced and continue to influence our view of family and relationships. This project is designed to help you reflect on your family of origin.

For this project you will need:

- A shoe box, wooden box, or other 3 dimensional container
- Scissors
- Glue
- Markers, crayons, color pencils
- Pencil or pen
- Paper (construction or copy paper)

You may also wish to use:

- Objects that help you represent each member of your family of origin (i.e. your grandma’s button, father’s keychain, etc.)
- Yarn, pieces of cloth, ribbon
- Magazine/newspaper clippings/pictures
- Popsicle sticks
- Pipe wire
- Tissue paper
- Clay
- Paint
- Nature items
- Figurines, small sculptures, doll clothes and accessories
- Basically any object or material that helps you express yourself

Inside your shadow box please use the above mentioned supplies and items to create a scene depicting how you see your family of origin. You will get to choose who to include in your shadow box (i.e. who you consider your family of origin). Please depict the relationships between and among family members in your shadow box, thus your family dynamics. For example, if a brother and sister in your family were very close or closely aligned you may depict them as holding hands or standing close together. If two family members were distant or cut off from each other think of how you could depict their relationship. You may want to also think about how to depict a family member who was not physically present in your family due to death, divorce, separation, imprisonment, etc. yet had an influence on your family. Please also include a depiction or symbol to represent yourself within your box. Your depiction needs to be 3-D. Although you may use some pictures in your shadow box, please do not merely make a picture collage of your family in your shadow box.
Special Note: Please be aware that you are not being graded on your artistic abilities. It should be evident that you put a lot of thought and work into your box. This is an opportunity for self-expression and exploration (i.e., ugly is okay).

You may wish to share your shadow box with your classmates so class time will be given for this purpose. If you do not wish to share your box with your classmates do not have to and it will not impact your grade.

Your shadow box will be graded based on:

- The amount of detail and creativity shown in your box including the diversity of materials used
- The amount of thought put into the construction of your box (choice of objects, placement of objects, symbolism)
- The way you depict relations between and among family members

Reflection Paper (20 points)

After completion of your shadow box please write a reflection paper considering your family of origin. Start by looking at your shadow box and describing what is in your box. How did you depict your family of origin? Why did you choose to depict your family of origin in this way? You may want to consider:

- Who you chose to represent in the box and who was left out
- How you arranged your family members within the box by describing the relationship between and among family members. For example: Are some members situated closer together than others? If so, why?
- The items or materials you used to represent members, family dynamics, etc. For example: Do certain items have special symbolism? Do the colors you chose have special meaning?
- Where you placed yourself within the box in relation to other family members and how you chose to depict yourself

After you have described your shadow box please reflect on the following question:

- How do you think your experience with your family of origin will impact/influence your work with couples and families?

You may want to consider:

- Positive and negative influences of your family
- Experiences and influences that might strengthen your couple and family counseling skills/experiences and influences that may hinder your ability
- Bias or prejudices you may have based on your family of origin
- Presenting problems that may be harder for you to work with because of your experiences with your family or origin
- Issues related to your family or origin that you feel are unresolved and that still impact you

Your reflection paper should be a minimum of 6 pages long, type-written, and in APA 6 style. You will be graded on:

- Thoughtfulness of personal reflection
• Description and analysis of your shadow box
• Spelling/ grammar and APA 6 style
Please choose one of the following Family theories to research for your theory paper.

- Psychodynamic Family Therapy
- Bowen Family Therapy
- Experiential Family Therapy
- Structural Family Therapy
- Strategic Family Therapy
- Solution-Focused Family Therapy
- Narrative Family Therapy

Please note that the purpose of this paper is to look closely at a Family Therapy theory; therefore, make sure that you research and write about the theory as it applies specifically to Marriage and Family therapy instead of individual therapy.

Within your paper please explore and discuss:

- Major theorist/s
- Major tenants of the theory
- Basic concepts important to understanding the theory
- Treatment techniques that are unique to the theory
- The role of the therapist
- Therapeutic goals or outcomes

The paper should be no less than 8 pages (not including title and reference page) in length and include at least 6 references, not including your textbook. You may only use 2 secondary sources (i.e. sources written by someone else talking about the theory). Thus said, you may need to use interlibrary loan to get copies of primary sources so please plan ahead.

The paper should be written in APA 6 style and format. A clear thesis statement should appear near the beginning of the paper. Your paper must also consist of an introduction, body paragraphs, and a conclusion. Make sure to also include correct citations within your text. Points will be deducted for incorrect APA style.

Your paper will be graded on the thoroughness of your discussion and research of the theory, inclusion of all necessary components, writing style, organization, grammar, and spelling. Your paper will be worth 25 points and is due on April 11, 2018 by class time.