Course Description:
This course focuses on principles related to the development of self-awareness and close relationships; the resolution of interpersonal conflict; the development of physical, mental, and emotional health; and the examination and expansion of one’s life goals. It accomplishes this through a focus on theory, research, personal experience, self-reflection, and increased awareness of self and others.

Course Objectives/Goals:
This course is primarily aimed at facilitating personal growth and the development of healthy interpersonal relationships. The emphasis is upon an integration of the course material to the personal lives and concerns of students. The course consists of a balance between didactic and experiential learning. The focus is an integration of thoughts, values, feelings, and behavior. Consistent with this general objective, the course addresses both the cognitive, behavioral, and affective aspects of learning.

Student Learning Objectives & Goals for Each Student to Attain from the Course:
1. List and apply various models of personal growth.
2. Appraise how choices made earlier in life have implications for later life.
4. Generate a plan for wellness.
5. Develop a plan for managing stress.
6. Summarize principles of healthy interpersonal relationships.

Required Text:

Course Assignments: (ALL assignments are due to Canvas by 11:59PM on the due date):

Assigned Readings: This class is designed to do a variety of things. It is designed to help you understand personal growth across a variety of contexts. Be sure that you have read the materials prior to coming to class on the day they are assigned so that you may participate in the discussion around that topic.

Measurement Procedure: Students will be evaluated on the degree to which they demonstrate utilization of the text in the in-class discussion and any potential role plays. I reserve the right to administer a pop quiz at my discretion in order to better assess for completion of the reading assignments. This fulfills SLO 1-7.
Loneliness and Solitude: The purpose of this participation assignment is to experience solitude and then reflect on your experience. This activity is to take place during class time on Thursday, August 29 at 1:00 PM. You are to spend time in solitude for 45 minutes (no TV, no radio, no reading, no sleeping - just alone with no distractions). You will then have 30 minutes to write a reflection on the experience by responding to the following items:

1. What did you notice about where your thoughts went? What did you notice about where you tried to prevent your thoughts from going?
2. What is the difference between loneliness and solitude?
3. What are your overall reflections on the experience?

I anticipate your reflection to be 1-2 double spaced, typed pages, 12pt font, 1-inch margins.

Journals: Over the course of the semester, you are to complete nine journals worth 10 points each. In order to receive full credit, you need to complete all nine journals. Each journal will have a specific topical theme that needs to be addressed. See the course schedule in order to identify each journal topic and its due date. Each journal will be approximately 1 typed page (12pt Times new roman font, 1-inch margin) and should be turned in via the dropbox on Canvas by 11:59pm on the date it is due.

Measurement Procedure: Students will be evaluated on the completeness of their reflection with regard to the topic area identified as well as the professionalism of the journals. Each journal is worth 10 points, for a total of 90 points for all journals and 90 points for all lab reports. As a whole, the journals fulfill SLO 1 - 7. As a professional in any field, it is your responsibility to manage your time. NO LATE JOURNALS WILL BE ACCEPTED.

Exams: There will be two exams in this course: a midterm and a final exam. Each exam is worth 50 points. The exams will be primarily multiple choice and focus mainly on the readings, though some of the questions may come from lecture. Exams will be taken on canvas and will be available for 24 hours on the day they are due.

“Get Out Of Yourself!” Experience and Reflection: Do something you would not have normally done and write a brief 2-page typed reaction about your experience. In your paper, discuss the following;

a. What did you do and when did you do it (HAD to be during the semester!) In what ways was it different from how you usually operate?

b. What were your expectations prior to engaging in the experience? What elements of your experience were consistent with your observations? What elements were inconsistent (different from what you expected?).

c. What advice would you give to other people who are planning on taking on this experience or activity?

d. Do you plan on participating in this activity again? Why or why not?

e. What would you have done differently, if anything, I terms of your preparation for the activity?

Self-Authorship Paper: One part of this course is to reflect on your development in the course overall.
The purpose of this paper is to outline your personal self-development plan. You will be provided an assignment handout at a later point in the semester which details the assignment. In general, however, you will be asked to attend to the following things:

a. What is your definition of self-authorship?

b. How would you know when you had reached a point of self-authorship? Where do you think you are now (i.e., on a scale of 1-10, how self-authored are you)? PROVIDE EXAMPLES.

c. What are the three most important concepts in self-authorship? (hint hint! From class lecture!!!) How do you plan to achieve those in your own life? GIVE EXAMPLES. What concepts did you learn in this course that will assist you with this? GIVE EXAMPLES.

d. What resources will you need to achieve self-authorship? Are those resources in place now? Why or why not? How do you plan to get them if they are not in place now? GIVE EXAMPLES!

e. What are some barriers (systemic barriers, meaning barriers across many systems, such as personal barriers, family barriers, societal barriers) to you achieving self-authorship? What is your plan for removing or disposing of those barriers? Provide as much detail as possible in your plan.

Measurement Procedure: Students will be evaluated on the completeness of their reflection with regard to the topic area identified as well as the professionalism of the paper. This fulfills SLO 1, 2, 3, & 4. As a professional in any field, it is your responsibility to manage your time. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Student Responsibilities (i.e., How to Be Successful in This Class):
- Come to class prepared for that day’s activities. This includes coming to class on time, reading the material for class, and being ready to present if you are assigned to do so on that day.
- Become familiar with the library and academic resources (including academic and scientific journals).
- Come to class every class period without fail. During class, listen to the lecture, take notes, and ask questions as they occur to you.
- Turn in assignments on their due date.

Evaluation:
In this course, students will be evaluated throughout the duration of the semester. This evaluation will be based on a series of assignments, and grades will be a direct reflection of the amount of effort that is put into them. There is a total of 275 earnable points in this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal x 9</td>
<td>90</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Loneliness and solitude</td>
<td>10</td>
</tr>
<tr>
<td>“Getting out of yourself” Reflection</td>
<td>25</td>
</tr>
<tr>
<td>Self-authorship paper</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>275</strong></td>
</tr>
</tbody>
</table>

The grading scale is:
- A = 94-100%
- B- = 80-83%
- D+ = 67-69%
- A- = 90-93%
- C+ = 77-79%
- D = 64-66%
- B+= 87-89%
- C = 74-76%
- D - = 60-63%
- B = 83-86%
- C - = 70-73%
- F = 59% & ↓

**Teaching Methods:**
This class will be taught using combined methods including didactic methods, experiential methods, and interactive activities.

**Couple/Marriage and Family Therapy Diversity Statement:** All department faculty, staff and students will maintain respect for differences and honor factors that reflect diversity in our community, including age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status.

**Academic Misconduct:** Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct).

**Auditing Classes:** Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

**Classroom Conduct:** Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may
rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright: The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC): The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations: The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses: All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus/Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades: The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students
receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

**Library Resources:** Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: [http://guides.library.unlv.edu/appointments/librarian](http://guides.library.unlv.edu/appointments/librarian). You can also ask the library staff questions via chat and text message at: [http://ask.library.unlv.edu/](http://ask.library.unlv.edu/).

**Missed Classwork:** Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, [https://catalog.unlv.edu/content.php?catoid=6&navoid=531](https://catalog.unlv.edu/content.php?catoid=6&navoid=531).

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course. This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

**Rebelmail:** Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.
**Tutoring and Coaching:** The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

**UNLV Writing Center:** One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

**Personal Assistance:**
In accordance with ethical guidelines of the governing bodies in the field of counseling and marriage and family therapy, the instructor does not see students for personal counseling. If you feel you need assistance in this manner, please contact the UNLV Center for Individual, Couple, and Family Counseling (CICFC) at (702) 895-3106 or the UNLV Counseling and Psychological Center (CAPS) at (702) 895-3627.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings Due</th>
<th>Class</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Syllabus</td>
<td>Introduction and syllabus review</td>
<td>Read the syllabus</td>
</tr>
<tr>
<td>8/29</td>
<td>Ch. 7</td>
<td>Loneliness and Solitude</td>
<td>No Class submit activity to Canvas by 11:59pm</td>
</tr>
<tr>
<td>9/3</td>
<td>Ch. 1</td>
<td>What is personal growth?</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td></td>
<td>Barriers to personal growth</td>
<td>Journal 1: Awareness</td>
</tr>
<tr>
<td>9/10</td>
<td>Ch. 6</td>
<td>Developing awareness</td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td></td>
<td>Childhood, adolescence, and family</td>
<td>Journal 2: Family influences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>influences</td>
<td></td>
</tr>
<tr>
<td>9/17</td>
<td>Ch. 2</td>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td></td>
<td>Variables in growth- locus of control</td>
<td>Journal 3: Personal wellness</td>
</tr>
<tr>
<td>9/24</td>
<td>Ch. 4</td>
<td>Body &amp; wellness</td>
<td></td>
</tr>
<tr>
<td>9/26</td>
<td></td>
<td>Achievable goals and changing</td>
<td>Journal 4: Personal timeline and reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>successfully</td>
<td></td>
</tr>
<tr>
<td>10/1</td>
<td>Ch. 3</td>
<td>Stress, its effects, and coping</td>
<td></td>
</tr>
<tr>
<td>10/3</td>
<td></td>
<td>Becoming the person you want to be</td>
<td>Journal 5: Who do you want to be and how do</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>you know?</td>
</tr>
<tr>
<td>10/8</td>
<td>Ch. 13</td>
<td>Work and recreation</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Ch. 8</td>
<td>Motivational interviewing</td>
<td></td>
</tr>
<tr>
<td>10/15</td>
<td></td>
<td>MIDTERM EXAM</td>
<td>Due to CANVAS by 11:59pm</td>
</tr>
<tr>
<td>10/17</td>
<td></td>
<td>The Secret</td>
<td></td>
</tr>
<tr>
<td>10/22</td>
<td>Ch. 9</td>
<td>Love</td>
<td>Journal 6: Relationship needs</td>
</tr>
<tr>
<td>10/24</td>
<td>Ch. 10</td>
<td>Relationships</td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>Ch. 11</td>
<td>Gender and Behavior</td>
<td>Journal 7: Reflect on relationships</td>
</tr>
<tr>
<td>10/31</td>
<td>Ch. 12</td>
<td>Sex and Sexuality</td>
<td></td>
</tr>
<tr>
<td>11/5</td>
<td>Ch. 14</td>
<td>Psychological disorders and mental</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>health</td>
<td></td>
</tr>
<tr>
<td>11/7</td>
<td></td>
<td>No CLASS</td>
<td>Getting out of yourself reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>due to CANVAS by 11:59pm</td>
</tr>
<tr>
<td>11/12</td>
<td></td>
<td>Death and loss</td>
<td>Journal 8: Reflections on those you have</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lost or are losing</td>
</tr>
<tr>
<td>11/14</td>
<td></td>
<td>Grief and grieving processes</td>
<td></td>
</tr>
<tr>
<td>11/19</td>
<td>Ch. 15</td>
<td>Therapy</td>
<td>Journal 9: Your choice!</td>
</tr>
<tr>
<td>11/21</td>
<td></td>
<td>Self-Authorship</td>
<td></td>
</tr>
<tr>
<td>11/26</td>
<td></td>
<td>Making meaning, values, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>forgiveness</td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td></td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>12/3</td>
<td></td>
<td>Pathways to and maintaining personal</td>
<td>Self-Authorship Paper due to CANVAS by 11:59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>growth</td>
<td>PM</td>
</tr>
<tr>
<td>12/5</td>
<td></td>
<td>Review for final exam</td>
<td>End of Semester Potluck!</td>
</tr>
<tr>
<td>12/12</td>
<td></td>
<td>FINAL EXAM</td>
<td>Due to CANVAS by 11:59pm</td>
</tr>
</tbody>
</table>

**Adapted from Dr. Katherine Hertlein’s Fall 2015 MFT 150 Syllabus

Syllabus is subject to change at the instructor’s discretion**

***
**Journal Prompts**

**Journal 1 - Awareness**
Complete a guided meditation (minimum five minutes) and journal about your awareness. What did you notice while you were following your awareness? Discuss awareness and why it is important to personal growth. Some resources to find a free guided meditation:
http://marc.ucla.edu/mindful-meditations
www.calm.com

**Journal 2 – Family Influences**
Explore your family and how they impact(ed) your personal growth. Discuss things like how your family has influenced who you are. Do you identify with your role in your family? (ie; I am a sister, youngest child, the responsible one, etc.) Do you hold beliefs or traditions because of your family? What role does family play in our identity development?

**Journal 3 - Personal Wellness**
Write a dialogue (conversation) between two parts of your personal wellness (be creative!) to explore the relationship between these things and how they impact your overall wellness. EXAMPLE: Dialogue between procrastination and motivation:

M: I really need to get a head start on my homework so that I'm not staying up all night to do it at the last minute. I want to be able to enjoy my weekend instead of cramming to finish this paper, I think that will make me happier.

P: Let's just do it later! It's Thursday and all your friends are going to happy hour; you deserve a break! You work so hard!

M: I guess you're right; self-care is an important part of being a good student.

Discussion: I can see now how I justify putting things off until the last minute. I do also agree that it's important to take a break every now and then and that self-care is an important part of being well rounded. I need to find more balance between procrastination and motivation.

**Journal 4 - Personal Timeline and Reflection**
First, write a personal timeline including events that you find significant ie; birth, birth of sibling, family trip, separation, winning an award, school milestones, moving, etc. Include all of the events that you feel are relevant than provide a brief discussion about the events that you included. Discuss what surprised you, what didn't surprise you, what did you think was important that upon reflection was not or vice versa.
EXAMPLE:
1980- Born
1991 - Receive Hogwarts Letter
1997 - Battle of Hogwarts
Discussion: I was not surprised at the events that I included in my timeline. I think anyone who knows me would not be surprised that I find these to be the most important events. If I had more time, I would probably include a lot more relevant events but these stand out the most.

**Journal 5 - Who do you want to be and how do you know?**
Define the person you want to be and discuss how you know that's who you want to be. You can discuss events in your life that have impacted this as well as beliefs, values, goals, etc. Consider where you are on your journey to becoming that person and discuss this assessment of yourself.
Journal 6 – Relationship Needs
Now that we have talked about the difference between liking and loving and the different types of love, think about what you need in a relationship. What do you believe your partner needs in a relationship? Take some time to assess the relationships in your life (romantic and non-romantic), are you getting what you need? Are you giving what your partner needs? What barriers are in the way of you getting your needs met? What can you change to make sure your needs and the needs of your partner (or friend or family member, etc) are being met?

Journal 7 – Reflection on Relationships
Think about the key relationships in your life: Past and present (and future?) Familial, friendships, romantic, others?
Imagine these relationships as a stepping stone and discuss how each of these relationships has influenced your path. Think about the ways relationships have caused you to change course, shift direction, or that have confirmed you were on the right path. What have you learned from your relationships? How have they shaped who you are?

Journal 8 – Reflection on those you have lost or are losing
Reflect on things you have lost or are losing. This can include individuals you have lost in your life, relationships that you are losing, or even more abstract concepts like parts of yourself you have lost or are losing. Embrace the vulnerability of exploring loss to assist you in writing this journal.

Journal 9 – Your choice!
Write about any meaningful topic of your choosing.

Each Journal will only receive full credit if it is:
- Typed
  - Approx. 1 page in length
- Double spaced, with 1-inch margins
- Size 12 font, Times New Roman