Learning Objectives
1. To summarize your role as a therapist and professional.
2. To recognize the appropriate treatments for a given presenting problem.
3. To practice basic therapeutic techniques such as joining, conducting an assessment, treatment planning, and termination of treatment.

Departmental Educational Outcomes (DEO)
1. Interpret and apply major models of MFT (DEO #5)
2. Analyze a variety of clinical problems from a systemic perspective (DEO #6)
3. Address contemporary issues in the treatment of individuals, couples, & families (DEO #7)
4. Maintain a professional identity (DEO #10)

Required Texts


Required Journal Articles


Assignments
Assignments should be turned in electronically, and uploaded to WebCampus. Assignments are due by 1:00 on the day they are due. As a professional in any field, it is your responsibility to manage your time. Late assignments will not be accepted.

Assignment 1: Class Participation (25 Points).
Attendance is defined as attending class, arriving on time, and staying through the duration of the class. As a professional representing the field, you are required to be on time for your clients and for class. Consistently arriving late to class, leaving early, or missing class can result in a lowered course grade, potential remediation, or dismissal from the course. Each student is allowed 1 excused absence for the semester. Any absence in excess of 1 without formal documentation from a medical care provider will result in a lowered course grade.

Participation is defined as (1) class attendance and (2) your contributions during class. Completing assigned readings is part of your class participation grade. This class is designed to help you become comfortable in your role as a therapist, introduce you to other aspects of the profession, and increase your knowledge of appropriate treatments for a variety of presenting problems. As a result, the readings in this class will cover a wide range of areas.

Reflection papers. Each class, you will bring summary or reflection, and two discussion questions to facilitate class discussion. Your summary or reflection can be as brief as 3 “take away” points or bullet points.

Measurement Procedure: Students will be evaluated on the degree to which they demonstrate utilization of the text in the in class discussion and role-plays. I reserve the right to administer a pop quiz at her discretion in order to better assess for completion of the reading assignments. This fulfills SLO1-4 and DEO 5-7, 10.

Assignment 2: AAMFT Website Review (15 Points).
Part of being an MFT is becoming familiar with the professional organization for marriage and family therapists. Visit the AAMFT webpage located at www.aamft.org, select two links to page through and write a brief reaction by responding to the following:

1. Write a 5-sentence summary about what you read.
2. What did you learn about being an MFT that you did not know before?
3. Based on what you read, what would be rewarding about being an MFT? What would be difficult about it?
4. What would you like to know about MFTs that is missing from these webpages?
5. Why would this information be important for someone considering whether to pursue a job as an MFT?

IF YOU ARE IN THE MFT PROGRAM: You are required to join AAMFT. This needs to be done prior to seeing clients beginning in May because you have to provide proof of insurance to your practicum supervisor (obtained through AAMFT).

Measurement Procedure: Students will be evaluated on the degree to which they demonstrate they have completed the assignment. I will assign a grade based on the extent to which the five items listed above are addressed. This fulfills SLO 1 and DEO 10.
Assignment 3: Trend Analysis (15 Points).

The pulse of the field of marriage and family therapy can be most easily viewed in the themes and topics of published journal articles in the field of family therapy. In order to get a sense of what the field of marriage and family is about, select two journals from a list of journals provided below. Your task is to conduct a brief trend analysis of the topics, themes, and research methodologies employed by the journals in the last THREE YEARS. In your mini-trend analysis, please prepare a report addressing the following:

DESCRIPTION
Which two journals did you review?
How many articles were included over the three years (2008-2009-2010) in each journal?

TYPES OF ARTICLES
Given the topics and abstracts of the articles, what types of articles are being produced?
Quantitative research? Qualitative research? Clinical examples?
Does one journal seem to have more of a research bend than the other journal? Describe how you know this.

AUTHORS
Who is publishing in the journals? Men? Women? Single authors? A team of authors?
What do you notice about the author affiliations (i.e., where they are located).
What are the implications for the authors being affiliated where they are?

TOPICS
What topics were generally covered in the two journals?
What populations were addressed? (i.e., children, couples, families, individuals, etc).

EVIDENCE
Select 1-2 solid articles that you think represent the trends well and submit them with your assignment.
Also provide a brief description of why you believe this article is a solid representation of the trends.

EVALUATION
Given the trends in the journals, what do you think are the strengths of the MFT field as it stands today?
What are the areas for growth (i.e., areas, populations, authors that should be represented in the journals but are not)?


Measurement Procedure: Students will be evaluated on the completeness of responding to the areas identified above and the professionalism of the report and presentation. I will assign a grade based on the extent to which the completed assignment meets the criteria outlined. This fulfills SLO 1-4 and DEO 5-7, 10.

Assignment 4: Contemporary Practice Issues Report (15 Points).

The purpose of this assignment is to help you to become aware of MFT ethical and practice issues. To complete this assignment, go to the CPH and Associates Professional Liability Insurance website, which is located at: http://www.cphins.com/. Click on the “Legal Resources” tab. Then click on the “Bulletin Archive” tab. The left side of the screen will have a list of topics and past bulletins. Scroll through the list and locate three bulletins on which to report. For each bulletin, please respond to the following items:

1. What bulletin did you select and why?
2. Outline the major points of the bulletin.
3. Why is the topic an important issue to MFTs? Do you agree with the position?
4. Briefly describe a clinical situation where this would arise. Describe how what you read would inform what you do.

Measurement Procedure: Students will be evaluated on the completeness of responding to the areas identified on the assignment sheet and the professionalism of your report. The instructor will assign a grade based on the extent to which the completed assignment meets the criteria outlined above. This fulfills SLO 1, 4 and DEO 5-7, 10.

Assignment 5: Mock Session (30 Points).

It is important to develop an understanding of how you will feel in the therapist chair and to begin to practice general therapeutic skills. Each of you will conduct a formal mock session. Each of you will write a case description, I will assign case descriptions to each student, assign actors to portray your clients.

Part A. (10 points). Case Description. Each student or pair will submit a description of a client family presenting for therapy, and a description of each individual in the client family’s role. You will submit these to me, and I will select actors. The task is to write up a case description that includes the following:

- Who are the clients? Include relevant demographics: (age, gender, culture, religion, sexual orientation). Give each client a first name.
- Constellation (couple or family therapy?)
- Presenting problem (what brought your clients to therapy? How long has that problem been going on?)
- Who made the initial phone call?
- Who will attend therapy? Who won’t? Why?
- In order to prepare your actors, you will need to give them a write up of their “part”. Give each a synopsis of the character they will portray. This does not need to be word for word lines, rather a general idea, that will allow your actors to improvise.

Part B. (10 points). Mock Session. On your assigned class day, come prepared (professionally dressed) to hold and record your mock session.

- Your mock session should be 10-15 minutes in length
- Act as if you are seeing real clients. No getting out of “character”!
- On WebCampus, there is a document titled “Mock Session Guidelines”. This document outlines what you must do in your mock session. I’ve also uploaded a “Mock Session Helpful Tips” document to assist you.

Part C. (10 points). Mock Session Write-Up. The purpose of part C of this assignment is for you to reflect on your role as the therapist.

- Listen to your recording.
- Submit a double-spaced transcript of your session.
- Submit a progress note for your mock session.
- Comment on the following points in a well developed essay:
  - How did you convey empathy, interest and respect to each client? (verbally and non-verbally)
  - How effectively did you structure the session to make sure each client was heard. How did you convey respect for your client?
• How did you reframe?
• Did you ask open questions rather than closed questions?
• Did you use each type of questions (lineal, circular, strategic, reflexive)? What was the outcome of each?

• Assess your performance
  o How did the session go?
  o What did you do well?
  o What are areas for growth?
• How did you feel as a therapist?
  o What was different than you expected?
  o What were you most and least prepared for?

Measurement Procedure: Students will be evaluated on the level of preparedness with which they approach their case description, mock session and reflection paper. They will be evaluated on the degree to which they address each of the required elements listed above.

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 participation. There are a total of 100 earnable points in this course. Your grade will be figured by adding up the points you have earned for each assignment.
The grading scale is:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60 – 69%
F = 59% & ↓

Personal Criteria

In addition to class assignments, you are continually being evaluated for your fitness for this profession in every class. The components of fitness for the profession are personal criteria and professionalism. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped. The following criteria are used in this evaluation: showing empathy, being genuine, being accepting of diversity, being open-minded, being reflective, commitment to accepting feedback.

Professionalism

This criterion addresses the essential elements that are necessary to perform professionally in society, such as dependability, professional presentation, initiative, empathy, and cooperation. These behaviors are developed through the recognition of skills, practice, experience, role mentorship, and evaluative feedback. Emphasizing the importance of these behaviors will strengthen you for your professional roles. As a counselor in training, you are expected to conduct yourself as a professional. This includes but is not limited to the following behaviors:

1. Come to class on time and attend all scheduled classes
2. Present yourself in a manner that honors the profession and that is accepted by clients, faculty, preceptors, and employers.
3. Abide by faculty policies and procedures
4. Accept and apply constructive criticism from faculty
5. Refrain from engaging in disruptive behaviors while in class
6. Refrain from using your phone during class (this includes looking at it)
7. Talk to other students and faculty with respect

Strive to exhibit behaviors and attitudes that are consistent with professional standards in all of your interactions. Failure to do so may result in a lowered course grade, potential remediation, or dismissal from the course.

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

Other Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

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 information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to
participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

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, visit http://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 the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

Students may consult with a librarian on research needs. For this class, the subject librarian is Susie Skarl. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students
receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://www.unlv.edu/registrar/calendars](http://www.unlv.edu/registrar/calendars).

### Course Schedule
*(subject to change due to presenter schedules)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings Due</th>
<th>Class Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1/20</td>
<td>N/A</td>
<td>Course Introduction</td>
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<tr>
<td>1/27</td>
<td>Miller &amp; Rollnick Ch. 1, 2, 3, 6</td>
<td>Client Factors Motivation and Change Dropout &amp; Resistance</td>
<td>Mock Session Part 1</td>
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<tr>
<td>2/3</td>
<td>Lever &amp; Gmeiner, 2000 Patterson et al: Ch. 1, 2, 3 Miller &amp; Rollnick 4 &amp; 5</td>
<td>Joining Therapeutic Relationship</td>
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<tr>
<td>2/10</td>
<td>Patterson et al: Ch. 4, 5, 6 Sundet, 2011</td>
<td>Basic Therapy Skills</td>
<td>MS 1, 2, 3</td>
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<tr>
<td>2/17</td>
<td>Lee, Eppler, Kendal, &amp; Latty, 2001</td>
<td>Professional Identity Day</td>
<td>MS 4, 5, 6 *Bring your laptops</td>
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<tr>
<td>2/24</td>
<td>Chenail, Somers &amp; Benjamin, 2009 Riley, Brown, Lucas, Harris, Dakin, &amp; Bulham, 2009</td>
<td>Writing Case Notes</td>
<td>MS 7, 8, 9</td>
</tr>
<tr>
<td>3/2</td>
<td>Patterson et al: Ch. 4, 5</td>
<td>Treatment Planning</td>
<td>MS 10, 11, 12 AAMFT Website Review</td>
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<tr>
<td>3/9</td>
<td>Patterson et al: Ch. 9 Bauman Ch. 4 AAMFT Page Laszloffy &amp; Habekost, 2010</td>
<td>Working with Diverse Clients</td>
<td>MS 13, 14, 15</td>
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<tr>
<td>3/16</td>
<td>Patterson et al: Ch. 7, 10</td>
<td>Working with Families/Children</td>
<td>MS 16, 17, 18</td>
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<tr>
<td>Date</td>
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<td>Topic</td>
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<td>3/23</td>
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<td>Spring Break</td>
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<tr>
<td>3/30</td>
<td>Bauman Ch. 1 &amp; 7</td>
<td>Trauma and Sexual Abuse</td>
<td>MS 19, 20, 21 Trend Analysis</td>
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<tr>
<td>4/6</td>
<td>Bauman Ch. 6 &amp; 2</td>
<td>Suicide</td>
<td>MS 22, 23, 24</td>
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<tr>
<td>4/13</td>
<td>Patterson et al: Ch. 8 &amp; 9</td>
<td>Working with Couples</td>
<td>MS 25, 26, 27</td>
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<tr>
<td>4/20</td>
<td>Bauman Ch. 3, 5, 8</td>
<td>Special Topics: Eating disorders, Substance abuse, Grief</td>
<td>MS 28, 29, 30 Contemporary Practice Issues Report</td>
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<tr>
<td>4/27</td>
<td>Bauman Ch. 6, 8 Miller &amp; Rollnick Ch. 12 &amp; 13</td>
<td>Premature Dropout</td>
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<tr>
<td>5/4</td>
<td>Patterson et al., Ch 11, 12</td>
<td>Terminating Therapy</td>
<td>Mock session assignment due by 1:00 pm.</td>
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</tbody>
</table>

**Syllabus Contract**

Please note that you are to complete this contract prior to the second class period and return it to your instructor. Failure to return this document may result in withholding of grades, administratively being dropped from the course, or another potential consequence.

I have received a copy of Dr. D’Aniello’s syllabus summary sheet. I have had ample time to read it and ask questions. I fully understand:

1. the due dates of each assignment
2. the general policies of the course
3. the grading policies of the course
4. how to contact Professor D’Aniello via email

I understand that success in this class requires my:

1. Reading, understanding and completing assignments.
2. Understanding and obeying the rules for avoiding plagiarism.
3. Listening to fellow students as they discuss their ideas.
4. Remaining quiet while others are speaking in class.
5. Respecting the ideas and opportunities of others.
6. Refraining from engaging in academic dishonesty.

__________________________________________
Printed name

__________________________________________
Student Signature  Date
### Student Contact Information

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<table>
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<tr>
<td><strong>Home phone</strong></td>
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<td><strong>Cell phone</strong></td>
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<tr>
<td><strong>Email address</strong></td>
<td>UNLV account: ____________ @unlv.nevada.edu</td>
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