Required Texts & Readings:

Additional required readings posted on WebCampus.

Optional Texts:

Course Description:
Principles and Practices of Marriage and Family Therapy I focuses on the process of family therapy, beginning skills necessary for family counseling, theoretical foundations in systems theory, as well as classical major models of family therapy. This class prepares students to assess families and conduct family counseling from a variety of therapy approaches. Students taking this class must be admitted to the MFT Program.

Course Objectives (CO):
Students will build upon their existing knowledge of the philosophy and history of family therapy and its underlying theoretical framework of systems theory. Students who successfully complete this course will:

1. Identify major models of family therapy and be able to apply them conceptually and clinically.
2. Utilize critical thinking principles to evaluate family therapy models.
3. Evaluate family therapy models for congruency between theory, interventions, contextual factors, and goals for therapy.
4. Understand historical and contemporary models and trends in family therapy.
5. Develop the ability to conceptualize cases from a systemic perspective.
6. Understand and develop basic therapeutic skills that facilitate working with families.

Method of Instruction:
Classroom instruction will include a combination of lecture, group discussions, and clinical role plays.
General Requirements & Policies:
Students are expected to:
1. Attend class consistently and punctually. If you know you are going to be absent, please inform me at your earliest opportunity. You are responsible for obtaining all materials when you miss a class. Missing class time will have a negative effect on your learning and likely your grade.
2. Complete assigned readings prior to class and be prepared to participate respectfully in class discussions with questions and comments about the readings, the information presented in class, and your own ideas.
3. Complete assignments by the beginning of class on the date they are due. All assignments must be typed. Please staple papers in upper left corner. No folders, binders, etc.
4. At the graduate level, learning is primarily student-generated and is supplemented by course instruction. Therefore, the responsibility rests upon the student to master the material. Participation for in class discussion will be a central part of your learning experience.
5. My responsibility as the instructor includes thorough preparation and presentation of concepts and skills that will help you succeed in your work with individuals, couples, and families. I am also responsible for managing the classroom and maintaining an environment conducive to student learning and growth.

Graded Assignments:
Assumptions & Applications (10 points each)
Measurement Procedure: Students will be evaluated on the degree to which they demonstrate an understanding of the assigned theory and thoroughly answer the required questions. This fulfills CO 1-6 and Program Student Learning Outcomes (SLO) 3-7, 12, 15.

Treatment Plans (5 points each)
Students will be given a case study couple/family for each MFT Theory/Approaches we study during the semester. You will prepare theory-based treatment plan for each of the approaches we study. You must include a) at least two problems and b) at least one goal and one intervention per problem. The preparation of the treatment plans is intended to help facilitate your mastery of the material and help you prepare for the final exam, MFT 773 (Practicum), and the licensing exam.
Measurement Procedure: Students will be evaluated on how well they demonstrate their knowledge of the information presented in assigned reading and class discussion. This fulfills CO 1-6 and SLO 3-7, 12, 15.

Family Therapy Application Paper (50 points)
The family therapy application paper should be 6-8 pages (typed, double-spaced) and is to be written for a professional audience using APA style (you may use first person language). You are required to include at least five sources in addition to your textbook. All sources should be referenced in the paper and included in a reference section at the end of the paper according to APA style. (5 points)The paper is comprised of two (2) parts (The first part should be about ¾ of your paper, and the second part about ¼):
1. You will apply a given family therapy theory that we have studied this semester to a couple or family. You can choose to examine your family of origin, your family of procreation, a family in public life or in a movie/book, or a family you are working with or have worked with in the past as a clinician (if you choose this option, be sure to take steps to protect client confidentiality). Your paper should include sections addressing the following:
   a. Brief introduction of the family members (5 points)
   b. Conceptualization and Description of the family’s problems, interaction patterns, individual behaviors, and overall functioning in terms of your chosen theory. (15 points)
   c. Description of actual (or proposed) interventions to promote change and growth according to your chosen theory and actual (or expected) outcomes/changes. (15 points)
2. You will discuss your own reflections about the theory.
   a. What are the strengths and weaknesses of this approach? (5 points)
   b. How comfortableSuccessful/successful would you be using this approach? Why or why not? (5 pts.)

Measurement Procedure: Students will be evaluated on the degree to which they demonstrate an understanding of the theory, complete the above criteria, and write in a professional manner. This fulfills CO 1-6 and SLO 3-7, 12, 15.

Final Exam (100 points)
The final exam will be comprehensive and will consist of multiple choice questions, essay questions, and/or a case study. Be prepared!
Measurement Procedure: Students will be evaluated on the degree to which they correctly answer the required questions.
This fulfills CO 1-6 and SLO 3-7, 12, 15.

Participation Points (10 points)
Students will be required to attend class, participate in class discussions, in-class assignments, and role-plays. It is also expected that students will be respectful of their classmates’ learning. Any unexcused absence beyond one absence will result in a loss of 5 participation points for each absence. Arriving late for class three times will be counted as one unexcused absence. Any absence beyond 3 days will result in a letter grade reduction in the student’s overall grade for each day missed (i.e., an “A” would drop to a “B” for the 4th missed class; “B” would drop to a “C” for the 5th day missed).
This fulfills CO 1-6 and SLO 3-7, 12, 15.

Policy for late assignments & unexcused absences:
Assignments must be turned in at the beginning of class on the day they are due. Late assignments will be penalized 10% of the grade earned per day late. Unexcused absences on exam days and in-class assignments cannot be made up and will result in a score of zero (0) for the exam or assignment. Students must provide documented evidence of an approved excused absence.

Grading:
Students will be graded according to their performance on exams, assignments, and class participation. Grades will be calculated by a percentage of points earned in relation to the total points possible in the course. Grades will be based on the following percentages (+ and – grades will be given):

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
<td></td>
<td>73 – 76.9</td>
<td>C</td>
</tr>
<tr>
<td>90 – 92.9</td>
<td>A-</td>
<td></td>
<td>70 – 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>87 – 89.9</td>
<td>B+</td>
<td></td>
<td>67 – 69.9</td>
<td>D+</td>
</tr>
<tr>
<td>83 – 86.9</td>
<td>B</td>
<td></td>
<td>63 – 66.9</td>
<td>D</td>
</tr>
<tr>
<td>80 – 82.9</td>
<td>B-</td>
<td></td>
<td>60 – 62.9</td>
<td>D-</td>
</tr>
<tr>
<td>77 – 79.9</td>
<td>C+</td>
<td></td>
<td>0 – 59.9</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
</tr>
<tr>
<td>70 points</td>
</tr>
<tr>
<td>20 points</td>
</tr>
<tr>
<td>50 points</td>
</tr>
<tr>
<td>100 points</td>
</tr>
</tbody>
</table>

Total: 250 points

Additional Policies:

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.

Copyright: Copyright laws and Fair Use policies protect the rights of those who have produced the material. Whether it be a book, a monograph, a photograph, a sound recording or an Internet web page, the owner/creator of that work has the right to be protected under the laws of copyright and fair use. Likewise, your work is protected under the law. Just as you cannot use copyrighted material without permission, somebody else cannot use your copyrighted material without your permission. The University requires all members of the University Community to familiarize themselves 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. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: [http://www.unlv.edu/provost/copyright](http://www.unlv.edu/provost/copyright).

Academic Integrity: All members of the UNLV community share a responsibility to uphold the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy as outlined in the student catalog. **Students who violate standards of academic integrity will be given a failing grade for the class.**

Personal Criteria: As a counselor in training, you are constantly being evaluated for your fitness for this profession in every class. 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 or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills. (Neukrug, E. (1999). *The World of the Counselor.* Pacific Grove, CA.: Brook/Cole.)

Ethical Behavior: Students will abide by the American Association of Marriage and Family Therapy (AAMFT) Ethical Guidelines. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action, which could lead to separation from the counseling program.

**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](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).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Introduction and Course Overview&lt;br&gt;Introduction to AAMFT/NAMFT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Labor Day Recess – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>Philosophical &amp; Historical Foundation of MFT; Fundamental Concepts of&lt;br&gt;Family Therapy; Early MFT Models</td>
<td>Nichols 10th edition--Introduction and Ch. 1-3</td>
<td>“My Beliefs”</td>
</tr>
<tr>
<td>9/19</td>
<td>Critical Thinking &amp; Studying Theory</td>
<td>Slife &amp; Williams Ch. 1 &amp; 2 (reading packet)</td>
<td>Slife &amp; Willams Assignment (WebCampus)&lt;br&gt;Patch Adams Assignments Due&lt;br&gt;(Do Slife &amp; Williams first)</td>
</tr>
<tr>
<td>9/26</td>
<td>Does Family Therapy Work? MFT Research and Practice&lt;br&gt;Common Factors of Change&lt;br&gt;Developing Treatment Plans</td>
<td>Nichols Ch 14 Therapy Pyramid Article on Webcampus&lt;br&gt;Gehart &amp; Tuttle Ch 1</td>
<td></td>
</tr>
<tr>
<td>10/3</td>
<td>Bowen Family Systems Therapy</td>
<td>Nichols Ch 4</td>
<td>Ch 4 Assumptions &amp; Applications</td>
</tr>
<tr>
<td>10/10</td>
<td>Bowen Family Systems Therapy</td>
<td>Bowenian Readings (Webcampus)&lt;br&gt;G &amp; T Ch 8</td>
<td>Intergenerational Family Therapy Treatment Plan</td>
</tr>
<tr>
<td>10/17</td>
<td>Structural Family Therapy</td>
<td>Nichols Ch 6</td>
<td>Ch 6 Assumptions &amp; Applications</td>
</tr>
<tr>
<td>10/24</td>
<td>Structural Family Therapy</td>
<td>Structural Readings G &amp; T Ch 2</td>
<td>Structural Family Therapy Treatment Plan</td>
</tr>
<tr>
<td>10/31</td>
<td>Strategic Family Therapy</td>
<td>Nichols Ch 5</td>
<td>Ch 5 Assumptions &amp; Applications</td>
</tr>
<tr>
<td>11/7</td>
<td>Strategic Family Therapy</td>
<td>Strategic Readings G &amp; T Ch 3</td>
<td>Strategic Family Therapy Treatment Plan</td>
</tr>
<tr>
<td>11/14</td>
<td>Experiential Family Therapy</td>
<td>Nichols Ch 7</td>
<td>Ch 7 Assumptions &amp; Applications</td>
</tr>
<tr>
<td>11/21</td>
<td>Experiential Family Therapy</td>
<td>Experiential Readings G &amp; T Ch 6 &amp; 7</td>
<td>Experiential Family Therapy Treatment Plan</td>
</tr>
<tr>
<td>11/28</td>
<td>Emotionally-Focused Therapy</td>
<td>Assigned Readings (Webcampus)</td>
<td>Theory Application Paper Due</td>
</tr>
<tr>
<td>12/5</td>
<td>Guest Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/12</td>
<td>Final Exam: December 12 (Monday), Time: 1:00-3:00pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This syllabus is prepared as a guideline for the course. It is *not* a contract between the professor and student, and the professor reserves the right to modify the syllabus as necessary (i.e., extend or limit discussion on a topic, add additional assignments or readings, subtract assignments or readings, etc.). Students will be notified promptly of any changes.
WEEKLY MFT THEORY ASSIGNMENTS

Part 1: Assumptions and Assessment
Discuss the assumptions that the theory/model has about the following:
1. According to this theory, describe individual and family problems.
2. What relationship does the past and/or family of origin have with the present for individuals and family relationships?
3. What meanings do symptoms have in this theory? In other words, how are symptoms viewed by this model?
4. According to this theory, how does change occur?
5. According to this theory, describe healthy individuals and families.
6. Who are some of the primary figures in the development of the model(s) and what are their contributions?
7. Compare and contrast the assumptions of this model with the assumptions of one that we have already studied.

Part 2: Clinical Application
Discuss the clinical application of the theory by answering the following:
1. What are the treatment goals for this approach? What outcomes are anticipated?
2. What is the role of the therapist, and how does a therapist engage with the family?
3. What does assessment focus on?
4. Describe the preferred interventions.
5. What are the strengths and limitations of this approach?
6. Compare and contrast the clinical application of this model with one that we have already studied.

"Patch Adams" Assignment
(video available for 3-hour checkout in the Library)

Question 1
1. Describe the assumptions (both explicit and implicit) of a traditional approach to medicine that is presented in the movie.
2. Describe the implications of these assumptions for
   a. the actions of doctors
   b. the welfare of the patients.
3. Describe both the strengths and weaknesses of this approach.

Question 2
1. Describe the assumptions (both explicit and implicit) of the approach to medicine presented by Patch Adams in the movie.
2. Describe the implications of these assumptions for
   a. the actions of doctors
   b. the welfare of the patients
3. Describe both the strengths and weaknesses of this approach.

Question 3
1. Why was it difficult for some to accept Patch's approach to medicine?
2. How might you go about inviting someone grounded in a traditional approach to consider Patch’s approach?