

Personal Growth
MFT 150 Section 1008 Web Based
Fall 2016

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. Be able to apply the various models of psychology of personal growth to individual needs.
2. Learn about the developmental choices made during childhood and adolescence and how they may affect everyday choices in the present and future.
3. Know the meaning of psychological adulthood and autonomy and how they relate specifically to the self.
4. Develop an appreciation for personal wellness and life choices and a consideration for how wellness affects daily functioning.
5. Learn how to identify stressors and how to manage stress.
6. Understand the dimensions of love and intimate relationships. Learn principles that can help one improve upon a current relationship or develop a new relationship (if that is desired) through an understanding of the different dimensions of relationships.
7. Be able to define the difference between work and leisure and how to incorporate both with balance in daily life.

Required Text:

Weiten, W., Hammer, E., & Dunn, D. (2014). *Adjust.* Belmont, CA: Wadsworth.

Course Assignments: (ALL ASSIGNMENTS ARE DUE BY **11:59PM** ON THE DUE DATE). All assignments must be submitted as a Word document to the appropriate dropbox on WebCampus. All assignments should be 12 point, Times New Roman, double spaced, and should exhibit the professionalism expected at a university level.

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 by the day they are assigned so that you may participate in the discussion around that topic in your journals.

PowerPoints: Each topic will include a PowerPoint that discusses material from the assigned textbook chapter as well as additional information about the topic being covered. Please be sure to read each PowerPoint in order to gain a more in depth understanding and to provide you with knowledge to complete thoughtful assignments. The PowerPoints will be particularly useful for the midterm and final exam.

Measurement Procedure: Students will be evaluated on the degree to which they demonstrate

knowledge of the topics discussed in the course readings and PowerPoints in their assignments. 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.

Journals: Over the course of the semester, you are to complete nine journals worth 10 points each, of these nine journals, the lowest one score will be dropped from the course total. 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 WebCampus by **11:59pm** on the date it is due.

Journal will only receive full credit if it is:

- Typed
- Approx. 1 page in length minimum
- Double spaced, with 1-inch margins
- Size 12 font, Times New Roman

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 80 points for all journals. **THE LOWEST JOURNAL GRADE WILL BE DROPPED (Bye, Felicia).** 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: (100 Points total) 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 the PowerPoints. Exams will be taken on WebCampus and will be available from 7:00am-11:59pm on the day they are due. **YOU WILL NOT BE ALLOWED TO MAKE UP A MISSED EXAM WITHOUT PRIOR PERMISSION FROM THE INSTRUCTOR.**

“Get Out Of Yourself!” Experience and Reflection: (25 points) This assignment is intended to push you out of your self-imposed limitations. Do something you would not have normally done (go to a Buddhist meditation, sing karaoke, start a conversation with a stranger, give a public speech, buy dinner for someone less fortunate, etc.) and write a **brief 2-page** typed (double space, 12 point font, Times New Roman) reaction about your experience. Try to think of something that is genuinely outside of your comfort zone or usual way of operating. Feel free to be creative, this is for you! 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, in terms of your preparation for the activity?

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 and adherence to formatting guidelines. 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.**

Self-Authorship Paper: (50 points) One part of MFT 150 Personal Growth is to reflect on your development in the course overall. You will do so by writing a 3-4 page paper; typed, double spaced, Times New Roman, font size 12 with 1 inch margins surrounding each page and follow **APA style**. You should have a **minimum of 3 scholarly references** that are cited throughout the paper, and included in an APA style reference list at the end of the paper.

For information about APA style see: <https://owl.english.purdue.edu/owl/resource/560/01/>

The purpose of this paper is to develop a sense of your journey towards Self-Authorship, outline your personal self-development plan, and to incorporate what you have learned in the course into your life in a meaningful and productive way. In your paper you will attend to the following questions:

- 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 PowerPoint!!!) 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 PAPERS WILL BE ACCEPTED.**

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 is put into them. There are a total of 255 earnable points in this course.

Assignment	Points
Journal x 9 (lowest score dropped)	10x8= 80
Midterm Exam	50
“Getting out of yourself” Reflection	25
Self-authorship paper	50
Final Exam	50

Total	255
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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.

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.

Class assignments must be submitted via WebCampus. E-mail should only be used as a secondary option if there is a technical problem with WebCampus.

Please note that the same level of professionalism that is expected in a classroom environment is also expected in distance-education/courses. Electronic communications should include a greeting, the main body of the message, and a closing with your name. Please use complete sentences – no text-ese!

Academic Misconduct and Copyright:

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 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. To reinforce this obligation, students will be required to electronically sign an Academic Integrity statement at the beginning of the course. Furthermore, I maintain a *zero-tolerance policy regarding academic misconduct and as such any violation of academic integrity will result in further action.*

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:
<http://studentconduct.unlv.edu/misconduct/policy.html>.

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. Additional information can be found at:
<http://provost.unlv.edu/copyright/statements.html>.

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/>.

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.

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](tel:702-895-3908). The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be

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>.

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.

Date	Readings Due	Class	Assignments Due
8/30	Syllabus	Introduction and syllabus review	
9/1	Ch. 1	What Is Personal Growth	
9/6	Ch. 2	Personality	
9/8		Barriers to Personal Growth	Journal 1 – Who will you be at the end of this course and how is it different from who you are now?
9/13	Ch. 3	Stress	
9/15		Childhood and Family Influences	Journal 2 – How has your family influenced who you are?
9/20	Ch. 4	Mindfulness, Coping, and Managing Stress	
9/22		Body and Personal Wellness	Journal 3 – Personal Wellness Dialogue
9/27	Ch. 5	Psychology and Physical Health	
9/29		Emotional Intelligence and Variables in Achieving Change	Journal 4 – Personal Timeline and Reflection
10/4	Ch. 6	The Self	
10/6		Developing Awareness	Journal 5 – Who do you want to be and how do you know?
10/11	Ch. 7	Social Thinking and Social Influence	
10/13		Interpersonal Communication	Journal 6 – How does society impact who you are?
10/18	Ch. 8	Loneliness and Solitude	Loneliness and Solitude Activity
10/20		MIDTERM EXAM	
10/25	Ch. 9	Friendships and Love	
10/27		Marriage and Intimate Relationships	Journal 7 – How do your relationships impact who you are?
11/1	Ch. 10	Meaning and Values	
11/3		Meaning Making and Forgiveness	Journal 8 – What truly matters to you and how do you know?
11/8	Ch. 11	Gender and Behavior	
11/10		Development and Expression of Sexuality	Journal 9 – Your Choice
11/15	Ch. 12	How to Change Successfully	
11/17		Getting Out of Yourself	
11/22	Ch. 13	Careers and Work	“Getting Out of Yourself” Reflection due by 11:59pm
11/24		Thanksgiving Break	

11/29	Ch. 14	Psychological Disorders	
12/1		Pathways to Personal Growth	
12/6	Ch. 15	Therapy and Maintaining Growth	
12/8		Review for Final Exam	Self-Authorship Paper Due by 11:59pm
12/13-12/15		FINAL EXAM	Due by 11:59 pm Thurs 12/15

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