

Fall 2016

FHD 4220: Family Crisis and Intervention
MWF 8:30-9:20 Main 115

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Course Objectives:

- a. review individual and family stress literature
- b. understand the different ways that individuals/families cope with stress
- c. understand the context for providing therapy
- d. understand the basic family therapy treatment models
- e. understand the process of becoming a therapist.

Texts:

O'Hanlon, B. (2006) *Change 101: A practical guide to creating change in life or therapy*. New York: W.W. Norton.

Online or Canvas materials as noted in the syllabus.

Class Policies

1. Make up quizzes or exams will NOT be given. Late assignments will be penalized 10% per day. You will receive a zero for missed requirements.
2. All written assignments must be typed and in APA format.
3. All portions of the USU Academic Honesty Code (Student Policy Handbook, Article V. Section 2) will be enforced. ANY and ALL violations will be reported. While I do not expect any problems, should any arise, you have been warned.
4. Discussion in this course may involve the disclosure of private material. It is extremely important that this material be considered confidential. That is, what you hear in this course stays in this course. It is unethical and unprofessional to repeat material that may be considered confidential.
5. I try to be sensitive to issues of culture, gender, or personal situations that may present barriers to open discussion and learning. I expect students to be professional and open to learning about our own biases and prejudices (we all have them). Therefore, blatantly insensitive behavior will not be tolerated.

This course will consist of lectures, discussions, videotapes, demonstrations, and experiential exercises. You will be expected to attend all classes, and read assigned material before class, and actively participate in each day's exercises or discussion.

Teaching Assistants:

I have periodic department head meetings that conflict with this course. When I attend these meetings, class will still meet with guest lecturers or teaching assistants. Ashley is a graduate teaching assistant who will keep track of grades and teach when I have meetings.

Schedule:

August	29- Change Powerpoint- Change
	31- Systems Powerpoint-
September	2- Family Life Cycle Powerpoint- Change Paper Draft 1 due
	7- Motivation (O'Hanlon Chapter 1)
	9- ABCX Powerpoint-
	12- ABCX
	14- Rachel Wishkoski (library)(rachel.wishkoski@usu.edu)
	16- Circumplex Powerpoint-
	19- Circumplex
	21- Group Paper Assignment and Contracts
	23- Stress Powerpoint-
	26- Stress/Critical Incident Stress Debriefing Powerpoint-
	28- Resiliency (O'Hanlon Chapter 5) Powerpoint-
	30- <u>Exam One</u>
October	3- Ambiguous Loss (Boss video) Powerpoint-
	5- Crisis and Change (O'Hanlon Chapter 4)
	7- Ambiguous Loss/Reframing (O'Hanlon Chapter 6) Group Paper Research Article outline due
	10- Intergenerational Model Powerpoint-
	12- Intergenerational Model
	14- Transitional character (O'Hanlon chapter 3)
	17- Experiential

19- Relationships and Change (O'Hanlon chapter 7)

Group Paper Research review paper due

20- Experiential projects in class

Change paper draft 2 due

On the 26th and 27th there will be a domestic violence display (Clothesline Project) set up in the student center and you should plan on spending at least 45 minutes at that exhibit.

26- Basic research

28- **Exam 2**

31- Solution Focused

Powerpoint-

November 2- Small steps (O'Hanlon chapter 2)

4- Narrative

Powerpoint-

7- Behavioral (Functional Family Therapy)

Powerpoint-

9- Interview and BMT

11- Gottman

14- Emotionally focused therapy

Powerpoint-

16- Social Support

18- Structural Family Therapy

Powerpoint-

21- Structural Family Therapy

28- Assessment

30- Assessment and Self Care

Powerpoint-

December 2- Self care

Group Paper due December 2nd at the beginning of class. Please submit this in Canvas.

Powerpoint-

5- Ethics

Powerpoint-

7- Role of the helper (O'Hanlon chapter 8 and 9)

Change Paper due December 7th at the beginning of class.

9- Ethics/Legal Issues

Final- Monday December 12 2016, 7:30-8:30. Please note this date on the first day of class as there will be no early exams.

Canvas reading: Paper examples (research, ABCX, interventions)

Canvas reading: Boss, P. (2004). Ambiguous loss research, theory, and practice:

Reflections after 9/11. *Journal of Marriage and the Family*, 66, 551-566.

Grading

Assignment	Possible Points	Grade	
Change Project	60	A > 94%	C+ > 77%
Exams	180	A- > 90%	C > 74%
Paper	100	B+ > 87%	C- > 70%
Quizzes	80	B > 84%	D > 60%
		B- > 80%	F < 59%
TOTAL POINTS	420		

Assignment Descriptions

Quizzes: Quizzes will be unannounced and related to the assignment for the period and/or discussion from the previous period. You will drop the lowest quiz score so these cannot be made up for any reason.

Change Project: On September 2nd you will be expected to turn in a paper outlining how you think change occurs based on what we cover in class. Before turning it in, have two people from class review your work (handwritten notes are fine). There is not a right way to do this- you get the points if there is any kind of discernable effort. Some students find it easier to do this in narrative form while others do better with a detailed outline- either way is fine with me.

Using your model, try to make some type of change in a relationship of your choosing. It can be a relationship you are in, or a relationship between other people. On October 20th you will turn in the initial draft with a brief status report of what is working/not working in your relationship change. You should include a description of how your model of change has been refined, changed, or thrown away and started over.

On December 7th you will turn in a 2-3 page summary of how your model has changed and what you learned about being a change agent. What did you learn about the importance of context, using resources, seeking appropriate help, motivation, factors that worked/didn't work in helping the change occur, unintended consequences of the change, and your role in bringing about the change).

Exams: The exams will be both subjective and objective; consisting of multiple choice, short answer, and 2-4 essays. The emphasis is on demonstrating you can apply the models to specific situations. I try to balance a fine line between a speed and power type of test. As such you should practice applying the models we talk about in class. If you think I mis-scored your test, give me a rationale in **writing** along with your test and I would be happy to reconsider your answer. **If you do not do as well as you want, or you fail a test, I expect you in my office within one week after the tests are handed back.** I do not believe in, nor practice, deathbed or end of the semester repentance so it behooves you to take care of your grades in a timely manner.

Paper: Feedback from the tests will help you write the paper and provide feedback on how well you understand the concepts and models. The paper will give you a chance to apply the principles, theories, and terminology derived from this class. The grading criteria is attached and I read to see if you know how to apply the models. **Do not assume I know what you are talking about.** This paper comprises almost 1/4 of your grade, is a group project, and you are upper division students. As such I expect excellence in your work. Examples for the research, stress, and intervention sections of the

paper can be found in week 4 readings on Canvas.

The groups for this paper need to contain three people unless cleared by the instructor.

Paper Guidelines and Grading Criteria

Group Participation	15
APA Format/Grammar	10
Family Description	5
Research Review	20
Application of Stress Model	20
Therapy Interventions	20

Each of the above grading criteria should be a separate section of the paper, but I will read for congruency throughout the entire document.

Family Description: The first step is to identify a movie (G or PG). Many R rated movies stereotype women as sex objects, glorify violence etc. Rather than debate the fine points of every movie it makes my life easier to pick a G or PG movie. If you like to live on the edge, a PG-13 movie is also fine. Report the name of the movie and briefly describe the family. This should not be more than a paragraph per family member.

Research Review: The research review consists of a minimum of 6 (six) references from refereed journals (not books, not magazines, not the text, not class lecture, not notes from other courses) published within the last *four* years. These articles should be a stand alone section of the paper related to one of the problems you identify in the movie. Pick what you think is the most pressing problem that the movie family is facing for the review. The goal is to learn how to let the professional literature guide your interventions. This means that you do not use the research to discuss the particular family or family members. The information from the articles should be integrated into conclusions that will guide the rest of the paper. Inconsistencies in the findings from the various articles should be addressed. Strengths and weaknesses of the research should be noted as well. **Simply summarizing each article in order will result in 0 (zero) points for this section of the paper.**

Stress Model: This section of the paper is an application of one of the stress models (Double ABCX or Circumplex). Pick the model and describe how the family fits or does not fit the model. How does the model help you understand the problem you have identified in the movie? As we will talk about in class, this section of the paper is exactly like the exams- except that I expect more detail and explanation. Simply listing things like resources or placement on the model does not show any understanding.

Therapy Intervention: Lastly you will pick one of the treatment approaches (Intergenerational, Behavioral, Structural, or Experiential) and tell me why you chose that model. To demonstrate your understanding make sure you use specific concepts and terms from the model. You will have to be very clear as to why you make the assumptions you do (tell me exactly how the problems you have identified in the family fit with the

concepts of your chosen model). Lastly, tell me how you would bring about the change you have identified above. There should be a rationale for the interventions and what you would expect the outcome to be. This means that each intervention should directly address one of the problems. There should be a minimum of three assumptions and three interventions.

The last detail should also be attached to the paper. Identify your group members and the percentage of work that you think all three of you put into the paper. Put this in the envelope, seal it, and turn all three in with the paper. As we will discuss in class, you will establish group rules and how someone can be fired from your group. Should you be fired you can do the entire paper on your own but you will not receive any of the group participation points.

Ideas to make your group more effective:

- Get everyone's name and contact information
- Find out what things you have in common, it is much better if you start out with good relationships.
- Make sure everyone participates in the discussion
- Find the positive things in everyone's work
- Set up clear guidelines for everyone's part as well as the timeline for when each part should be done

If you turn the paper by November 18 (via email to Ashley), it will be returned with feedback so you can increase your score if needed.

University Policies for your information.

Grievance Process (Student Code)

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: See the USU Catalog at the following link:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

https://www.usu.edu/provost/faculty/teaching/syllabus_resources.cfm

The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. ***Please meet with the instructor during the first week of class to make arrangements.*** Alternative format print materials (large print, audio, CD, or braille) will be available through the Disability Resource Center.

Official University Communication

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address.

It is your responsibility to check your email account regularly.