

FCHD 4220: Family Crisis and Intervention

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Office (Logan): FL 217

Office hours: Tues/Thurs 12:00 – 1:00 or by appointment

Textbook: Nichols, M.P. (2014). *The Essentials of family therapy* (6th ed.), Boston, MA: Pearson.

Course description and objectives:

This course is an introductory overview of relationship stress, crisis, and dysfunction. We discuss stressors, stress/crisis, therapy models, and intervention techniques. We focus on the process of change in regards to families/relationships in crisis. And we discuss the process of becoming a therapist or any professional. We do a lot of thinking about thinking in this class. So you will get see a variety of human perspectives related to relationship issues. This is an interactive class despite the various locations, so we discuss topics and do activities together.

1. We will discuss stress and the various models associated with families and individuals
2. Students will understand the ways that people/families cope or adapt to stress/crisis
3. Students will understand the basic MFT treatment models and techniques
4. Students will explore how change occurs
5. Students will learn about the professional development process

Assignments and Testing:

- A. 3 reaction papers: (25 points each)
- B. 3 Assignments (given in class; 25 points each)
- C. 6 quizzes (on canvas; 30 points each)
- D. Random attendance points (25 points)

Grading: Grades are based on total points earned ($xx/355 = \%$). There is no extra credit offered in this class, and I do not curve the final grade.

A 100 – 94%, **A-** 93 – 90%, **B+** 89 -87%, **B** 86 – 84%, **B-** 84-80%, **C+** 79 – 77%, **C** 76 – 74%, **C-** 73 – 70%,
D 69 – 60%, **F** 59% or lower

Class Policies:

Students are expected to follow all academic policies and regulations of the college. A complete set of policies for this academic year can be found online. Please be aware of all add/drop deadlines and procedures, that information is your responsibility. Students with documented disabilities need to make the instructor aware of any accommodations that are required. Students in the military or on sports teams who need to miss class must give **completed** documentation to the teacher **before** the day you are going to miss: **I expect to receive a game or military training schedule signed by your coach or officer-in-charge by the 2nd week of class, with departure day/times, name and phone number of coach or military officer included.**

1. Turn off cell phones as they are distracting to you, the instructor, and others. You won't need them during this class. Please use your computers to only take 4220 notes – you will be on your honor. **If you are using an electronic device in class (without prior permission), you will be asked to put it away. If your use of an electronic device continues to be a problem, then your grade will be impacted by one-third** (ex: B+ becomes a B; an A- becomes a B+, a C becomes a C-, etc).

2. If you need to leave the classroom for any reason, please do so quietly (and return quietly). I will give you a 5 minute break half way through the class.

3. Attendance will not be taken regularly; however, **it is expected that you attend class.** Students who do well in this course come to class, take good notes, read the text, do the assignments, and participate. Students who rarely come to class will forfeit attendance points, which will affect your grade at the end of the semester. Your attendance will be tracked by attendance points, my knowledge of who you are at the end of the semester, and occasional attendance taking. **Consistently being late to class will also impact your final grade by 10 points.**

4. Assignments are due by the scheduled due-dates. Late assignments will be accepted for 3 days, but you will automatically lose 5 points for that assignment. An assignment is late if it is not handed in by the due date and time, so plan ahead. If you have an extreme situation that prevents you from handing in the assignment, please talk with me about it. All out-of-class assignments must be typed, including reaction papers.

5. If you miss class, get notes from a class member: my power-point notes will be meaningless to you.

6. If you have to miss class due to illness or a family emergency (or your car broke down), send me an email. If you are going to be absent for an extended period of time, let me know so we can make arrangements for make-up work, if necessary. You must have a note from a doctor or parent for extended absences (breaking up with a “significant other” is not a reason to have an extended absence from class).

7. If you have concerns about course work during the semester, please talk to/email the instructor outside of class (sooner than later).

8. This is a lecture, discussion, and activity class. Please raise your hand if you have a comment and do not monopolize the class time. Personal questions should be asked in reaction papers or outside of class. **Respect for the instructor and other students is expected at all times. All class discussions should remain confidential/anonymous.**

9. All assignments will be returned within 2 weeks, usually within a week. Emailed questions or concerns will be responded to within 24 hours, but please realize that I am not available 24/7. If you do not understand an assignment, please get instruction clarification from me ahead of time, not the day before it is due.

Tentative Class Schedule:

Class 1: Jan 12 Th: Syllabus and assignment review, class discussion; Get to know each other

Class 2: Jan 19 Th: System's Theory; Distressed families/couples; **Assignment #1 given in class** (due 1/25)

Class 3: Jan 26 Th: Stress; **Quiz 1 on canvas** (classes 1 – 3; open 1/26 – 2/1)

Class 4: Feb 2 Th: Family Therapy overview: (chapters 2 – 4); professional development; **Assignment #2 given in class** (due 2/8). Also, please read pages 1-6 in the text and bring the book for next class.

Class 5: Feb 9 Th: The process of change. Please bring the textbook to this class. **Quiz 2 on canvas** (classes 4 – 5; open 2/9 – 2/15)

Class 6: Feb 16 Th: Bowen theory (Chapter 5); **Reaction Paper 1 opens - due 2/22**

Class 7: Feb 23 Th: Structural Family therapy (7); **Quiz 3 on canvas** (classes 6 – 7; open 2/23 – 3/1)

Class 8: Mar 3 Th No class 😊

****March 6 – 10:** *Spring Break!*

Class 9: Mar 16 Th: Experiential Family Therapy (8);

Class 10: Mar 23 Th Psychoanalytic Family Therapy (9); **Reaction Paper 2 opens - due 3/29**

Class 11: Mar 30 Th: Cognitive Behavioral Family Therapy (10); **Quiz 4 on canvas** (classes 9-11; open 3/30 – 4/5);

Assignment #3 given in class (due in almost 2 weeks -> 4/12)

Class 12: Apr 6 Th: 21st century. (Chapter 11).

Class 13: Apr 13 Th: Solution Focused, Narrative Therapies; **Quiz 5 on canvas** (classes 12 -13, open 4/13 – 4/19)

Class 14: April 20 Th Marital distress, Gottman; **Reaction Paper 3 opens - due 4/26**

Class 15: Apr 27 Th * **Last class:** Therapy today, **Quiz 6 on canvas** (classes 14 – 15, open 4/27 – Wed 5/3)

ASSIGNMENT INFORMATION: see class schedule or canvas for due dates

- A. 3 Assignments will be given as homework at various times during the semesters (see class schedule). Each assignment will be explained in detail at the time it is assigned; plus, you will find it on canvas after the day it was assigned.

- 1) Assignment 1: Hypotheses (25 point)
- 2) Assignment 2: Change experience (25 points)
- 3) Assignment 3: Value clarification (25 points)

- B. 3 Reaction Papers: (25 points each)

Each paper is a thoughtful reaction to class notes, class activities, or anything you read in the textbook. They should be typed, double-spaced, and turned in by the specified due dates. No more than 2 pages is necessary; however, a paragraph or three is too short: 21 lines minimum. I would like you to express your thoughts, feelings, opinions, or add any stories/experiences you want to share that are related to your reaction topic. Be yourself in this paper, but please use correct grammar, spelling, and punctuation. I will be the only person who sees your reaction papers, so they are confidential. Please note the late paper policy. And, you may NOT write all 3 Reaction Papers at once and turn them in. I expect you to hand them in around the times they are due (some students in the past have tried to get all the work done at once, which is smart; but, in this case, doing all the papers at once defeats the purpose of doing these Reaction Papers). **I want you to react to the material as the semester progresses.**

- C. 6 Quizzes (30 points each)

- D. Random attendance points (30)

This course adheres to the following USU policies:

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities; subject only to the limitations imposed by professional responsibility. Faculty Code Policy # 403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>

Academic Integrity – The “Honor System”

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The honor system is designed to establish the higher level of conduct expected and required of all USU students.

The Honor Pledge: To enhance the learning environment at USU and to develop student academic integrity, each student agrees to the following: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” A student who lives by the Honor pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- a. Espouses academic integrity as an underlying and essential principle of the USU community
- b. Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- c. Is a welcomed and valued member of USU

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 acknowledgement. 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.” 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.

Grievance Process

Students who feel they have been unfairly treated [in matters other than discipline (i) or (ii) admission, residency, employment, traffic, and parking – which are addressed by procedure separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: See USU Catalog.

Sexual Harassment

Sexual Harassment is defined by the Affirmative Action /Equal Employment Opportunity Commission as any “unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature.” If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/ Equal Employment Opportunity office located in Old Main, Room 161, or call the AA/EEO office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.”

Withdrawal Policy an Incomplete 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 2 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 employer, or (5) other emergencies deemed appropriate by the instructor.