Syllabus

PSYCHOLOGICAL INTERVENTION WITH FAMILIES - 34952

Last update 13-11-2016

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: education

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Yoel Elizur

Coordinator Email: yoel.elizur@mail.huji.ac.il

Coordinator Office Hours: Tue., 9-10

Teaching Staff:
Prof Yoel Elizur
Course/Module description:
The course emphasizes the family-ecological context in the understanding of child development and psychopathology, and the construction of evidence-based intervention. We will learn theoretical paradigms, major concepts and interventions with families. Two bodies of knowledge will be integrated: major paradigms of family therapy and research-based understanding of developmental psychopathology and family collaborative treatments targeting different syndromes. We will consider ways of relating to issues of culture, gender, minority group membership, and personal themes that are intertwined with the development of professional identity.

Course/Module aims:
To create a knowledge base and competencies is a collaborative approach that will enhance students' abilities in
1. Reaching out, joining and engaging families to form a therapeutic alliance and mobilize family resources,
2. Forming collaborative teamwork with families and larger systems and working together toward commonly defined objectives.
3. Strengthening differentiation and maneuverability within the therapeutic system.
4. Cultural competencies by learning about issues of culture, gender, and minority group membership.

Learning outcomes - On successful completion of this module, students should be able to:
1. Observe and analyze family processes and patterns
2. Analyze the connection between family dynamics and child psychopathology
3. Plan family collaborative empirically-based interventions targeting major syndromes
4. Build a working alliance and partnership with parents
5. Apply the concepts of differentiation and maneuverability to their work with families
6. Cultural competencies in engagement and interventions with families

Attendance requirements(%):
90%

Teaching arrangement and method of instruction: Lecture, role plays, video
Course/Module Content:
1. An integrative empirically based approach for working with families
2. Engaging the parents
3. The first session with the family
4. Basic competencies for the family meeting
5. Working with parents of special needs child
6. Engaging fathers
7. The conceptual basis of working with families
8. Bowen's systems therapy: Differentiation and intergenerational patterns
9. Family themes: intergenerational transmission
10. Differentiation of the therapist
11. The structural model: basic concepts
12. Assessment as initial intervention: Creating a systemic perspective
13. Working at the level of the mesosystem
14. Cultural competencies
15. Empirically based family interventions with conduct disorders
16. Empirically based family interventions with anxiety disorders
17. Cultural competencies with Arab families
18. Cultural competencies with ultra-orthodox families
19. Empirically based family interventions with depression in adolescents
20. Empirically based family interventions with conduct disorders in adolescents
21. Self-of-the-therapist work
22. Empirically based family interventions with eating disorders in adolescents
23. Empirically based family interventions with severe mental disorders in adolescents
24. Working with sexual minorities
25. Parenting and couple work in child-focused treatment
26. Attachment based approaches for working with couples
27. Individually based interventions for differentiation

Required Reading:
McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M.
McGoldrick (Ed.), Re-visioning family therapy (pp. 147-152). New York: Guilford.

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 50 %
Project work 50 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
Not relevant