COURSE OBJECTIVES

1. To review the developmental needs and capacities of children as a foundation for selecting suitable therapeutic interventions.

2. To review various approaches to working with children in the context of their families.

3. To develop a family systems framework for the understanding of the disorders of childhood. To utilize this understanding for both diagnosis and formulation of treatment plans.

4. To establish rudimentary evaluation skills.

5. To establish practical skills in the treatment of families.

COURSE REQUIREMENTS

1. Textbook -


2. Reading requirements -

   In addition to the text, appropriate readings in child development, family therapy involving children, cultural issues involving children and their families and specific developmental problems of children should comprise
the bulk of the reading material for this class.

A total of 1500 pages is an appropriate amount of reading to complete in order to meet expectations for this component. You may also include video tapes, audio tapes, and other materials as part of your reading requirement.

If you are a slow reader you may negotiate directly with the Professor a specific number of hours of reading as a substitute for pages read. Reading report will account for 10% of your grade.

3. Written work -

1) Since our own experiences have such a significant impact upon our work as therapists, it is important that each therapist be in touch with his/her own childhood experiences.

Each student will prepare a brief narrative record of three significant childhood crises. One crisis from earliest memory, one from elementary school years and one from the adolescent years. These crises should be considered in conjunction with your assessment of the long term effects on your development. This will account for 15% of the grade.

2) Each student will prepare a research paper on some particular problem of childhood or family life that eventuates in the necessity of therapeutic intervention. The research paper should consist of no more than 10 pages with appropriate bibliographic references appended. The paper should also include biblical and theological reflections that impinge upon your understanding of and approach to the particular area of research. Research Paper is 40% of grade.

3) The class will be divided into presentation groups for many of the topics outlined below. Class presentations should be creative, interesting, reasonably complete and focused on interventive issues. Video films that are specific may also be used. Class presentation is 35% of grade.

In addition - Each group should prepare significant outlines of material along with large class or small group discussion questions.

In some instances the Professor will ask you to provide us with case materials to be used for class role play or discussion. Working in teams will assist the synergistic process of creativity.
SESSION 1 -

Introduction -  
Overview of the course -  
Assignment of class presentation groups  
Developmental considerations in child-centered therapy.  
The child in family therapy  
The context of growth  
The family life cycle

Read Thompson & Rudolph Chapter 1 and Combrick-Graham Chapter 1

SESSION 2 -

Family models of childhood psychopathology  
Two - parent families

Read Thompson & Rudolph Chapter 2 and Combrick-Graham Chapters 4 &5

SESSION 3 -

Successful minority single-parent families  
The issues in blended families and remarried family systems  
Adopted children, adoptive families, the significant difference.

Read Thompson & Rudolph Chapter 14 and Combrick-Graham Chapter 6

SESSION 4 -

Dealing with physical and cognitive handicaps  
Chronic illness and family coping  
Childhood obesity - the family context

Read Thompson & Rudolph Chapter 15 and Combrick-Graham Chapters 9 &10
SESSION 5 -

Children in families with emotionally disturbed parents
Children in families with drug and alcohol abuse
Families cope with the death of a parent

Read Thompson & Rudolph Chapter 7 & 11 and Combrick-Graham chapter 12

SESSION 6 -

The family’s own system: the symbolic context of health

Read Combrick-Graham Chapter 15

SESSION 7 -

The family and the school
The family in the legal system

Read Thompson & Rudolph Chapter 16 and Combrick-Graham Chapter 16

SESSION 8 -

Children in placement - the relationship to family therapy
Family violence and the helping system

SESSION 9 -

Ghetto children - children growing up in poverty
Ethnicity - an epistemology of child rearing
The process of immigration

Read Combrick-Graham Chapter 20

SESSION 10 -

Nuclear - Age children and their families
Review of the course
Class evaluation

Read Combrick-Graham Chapter 2
Note: In addition to the appended bibliography there are a series of references at the end of each chapter. Some of the most important references have been checked by the professor but you should not hesitate to question his judgment and read others included.

CO 720
BIBLIOGRAPHY
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