

**PSY 792: Psychology of Families and Parenting**  
Fall 2007

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Hours: Friday 12:00 - 2:00pm  
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Course Description:

This course will blend cognitive-behavioral theory and a structural family therapy framework in an integrative approach to understanding (a) the impact of families on children's social and emotional adjustment, (b) assessment of parenting and family structure/dynamics and (c) family intervention approaches (primarily home-based and school-based) to enhance child well-being and prevent and treat child and adolescent psychopathology. The course is designed to prepare future practitioners to increase the capacity of families to foster healthy development of their children, especially families facing economic and social inequality. This course will emphasize cultural sensitivity and support for family strengths and individual differences. Students will be expected to take an ecological, strengths-based, multisystemic perspective when assessing families and developing intervention approaches.

The course will expand on the knowledge base provided in Psychological Interventions I and II and Developmental Psychopathology, required courses in the School Psychology program. After completion of this course, students will be eligible for enrollment in a family intervention practicum in which the knowledge obtained in this course will be applied to assessment and treatment of families in the community. Under no circumstances will students progress to the practicum unless they have completed *all Phase I requirements* by January 2008.

Objectives are to:

- Develop an understanding of and appreciation for racial and ethnic diversity in preparation for providing assessment and intervention services to diverse groups in a culturally sensitive manner.
- Understand risk (especially risks associated with poverty) and protective factors within families in order to use strength-based intervention approaches.
- Interpret and provide a written summary of a comprehensive family assessment and treatment plan.
- Appreciate the use of evidence-based family interventions.
- Be exposed to some of the many "model programs" and empirically supported interventions available for families.
- Gain knowledge of techniques in early intervention/prevention through enhancement of the parent-infant relationship.
- Acquire knowledge of and skills in behavioral parent training techniques for parents of aggressive and noncompliant children, and understand appropriate applications of these techniques
- Acquire knowledge of and skills used in conflict resolution between adolescents and parents.

- Learn procedures for school psychologists to use in promoting positive home/school collaboration.
- Pursue an area of interest by designing and completing an individual project in the field of family intervention.
- Gain professional presentation skills by presenting case reports and projects.

Required Texts:

Boyd-Franklin, N., & Hafer Bry, B. (2001). *Reaching out in family therapy: Home-based, school, and community interventions*. NY: Guilford

Ispa, J. M., Thornburg, K. R. & Fine, M. A. (2006). *Keepin' on: The everyday struggles of young families in poverty*. Baltimore: Brookes Publishing Co Inc.

Additional readings will be made available through e-reserves at the library website. The reading load for this course is relatively light to allow ample time to pursue the assessment plan and applied project (described below).

Grading:

Grades will be based on completion of the following assignments. To receive a grade of A+ you must come to class meetings prepared to discuss readings and participate in application activities. There are many popular press articles, news media pieces, and newspaper/magazine columns related to parenting; you are encouraged to bring such materials to class for group discussion. A few of these pieces are attached as examples of pieces that could generate lively discussions.

1. Assessment/Treatment Plan report. You will work in pairs to prepare an assessment and treatment recommendation report for one family (one parent and a young child) based on data provided. The report will include results of the assessment and detailed treatment recommendations. Assessment findings will be shared with the class in the form of a case presentation, and treatment recommendations will be generated over the first half of the semester. Informal discussions to assist in case formation will take place in class. A full report (hard copy) will be due on 11/9. One point will be deducted from the paper for each day it is not submitted after the due date. (25% of grade).
2. Applied Project. The purpose of this project is to begin to acquire applied and/or research skills in family intervention. Possible topics/activities are listed below but you are free to choose another project that matches your interests and skills. Project ideas must be submitted for approval on 9/14. A written report of the activity will be due on 11/16 (hard copy delivered to my mailbox and electronic copy sent to my email address). Because the projects will vary widely across students, the content and structure of the written report also will vary; therefore, you are encouraged to meet with me to discuss preparation of your paper. One point will be deducted from the paper grade for each day it is not submitted after the due date. (25% of grade).

- Conduct a critical review of a published parent training program not covered in class and not already familiar to you.
  - Prepare a grant proposal (research plan section only) to conduct a treatment efficacy study for a family intervention program.
  - Develop an intervention plan for family issues at a school or community site.
  - Volunteer in a family intervention program and critique the program.
  - Attend a conference relevant to this course and write a summary of presentations and/or workshops attended. See the Center for Developmental Science fall series for one example: <http://www.cds.unc.edu/cchdproseminar.htm>
  - Explore (administer and critique) additional family assessment instruments.
3. **Presentation.** A 20-minute presentation of the project will be made on **11/30**. One week prior to the presentation students will assign one reading to be completed by the class; pdf copies of readings should be sent to me and to your student colleagues. A grading guide will be distributed in class. You will submit two potential exam questions to me. These questions also should be sent to your colleagues to prepare for the exam. (**10%** of grade).
4. **Exams.** Two 60-minute exams will be given on **10/5** and **12/14**. The mid-term exam will consist of two parts -- (a) short answer questions and (b) individual oral questions. It is hoped the oral questions will provide practice for your doctoral prelim exam. Responses will require integration of course material and application of material to real-world clinical challenges. The final exam will include parts (a) and (b); in addition, several take-home questions will be assigned and must be returned within 24 hours. The take-home question will provide practice in responding to questions similar to doctoral preliminary exam questions. (**40%** of grade; 20% for each exam)

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
< 70	F

Incomplete (IN) Grades: The NCSU Handbook for Teachers states, "At the discretion of the instructor, students may be given an IN grade for work not completed because of a serious

interruption in their work not caused by their own negligence.” It is expected that all course requirements will be completed in the current semester and that no grades of IN will be assigned.

### **Other Information:**

Adverse Weather Policy. The adverse weather policy for the course is the same as the University policy. Therefore, when in doubt about this class, please check the University web site and follow the directions as posted.

Accommodations for Students with Disabilities. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653 [http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/). For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation

Academic Integrity. Free exchange of ideas depends on the participants' trust that they will be given credit for their work. Everyone in an academic community must be responsible for acknowledging, using the methods accepted by the various academic disciplines, their use of others' words and ideas. Because intellectual workers' words and ideas constitute intellectual property, plagiarism is theft. Furthermore, as a reader you may want to follow other writers' paths of research in order to make your own judgments about their evidence and arguments. You will depend on those writers' accuracy and honesty in reporting their sources. In turn, your readers will depend on yours. The free exchange of ideas also depends on the participants' trust that others' work is their own and that it was done and is being reported honestly. Intellectual progress in all the disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated within universities. Section eight (8) of the NC State Student Code of Conduct defines academic dishonesty and provides information on potential sanctions for violators of academic integrity. I will do my best to hold everybody in this class to those standards, and to be vigorous in detecting and defending standards of academic integrity. I will expect you to do the same—even if that means bringing such issues to my attention or to the attention of other authorities. Please see me if you have any questions or concerns about academic integrity issues. Review the NC State University Graduate School policies describing your rights and responsibilities (available at <http://www2.acs.ncsu.edu/grad/publicns/titlep.htm>). *The content in this section was borrowed from Jeff Braden's syllabus for Developmental Psychopathology, and appeared in Mary's CBT syllabus.*

Course evaluation: Online class evaluations will be available for students to complete during the last two weeks of class (November 26-December 9). Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

Evaluation website: <https://classeval.ncsu.edu>

## Course Outline

**8/24 Introduction to course; Behavioral family interventions**

Assignment: Review one assessment tool for presentation next week. Manuals will be available in the clinic space. BSI, PCI, STRS, HIWC, Pictorial Scale of Perceived Competence and Acceptance, Preschool Parenting Measure, Eyberg Child Behavior Inventory, Puppet Interview

**8/31 Assessment of family functioning: Individual and family-level factors (with student presentation of measures)**

Distribution of family data for assessment/treatment plan project

Readings:

Boyd-Franklin & Bry Ch. 2 – Cultural, racial & socioeconomic issues  
Manuals, to prepare for brief presentations

**9/7 Introduction to *Keepin' On***

**Assessment of family functioning: Environmental and cultural factors**

In class activity: Review video of Williams family interview and identify risk and compensatory factors at each level of influence; summarize potential consequences of risk factors for Dante (taking into account protective factors); given a set of contextual factors, plan an appropriate assessment battery.

Reading:

Ispa et al, Chapters 4-7; respond to focus questions (attached)

**9/14 Cultural competence and diversity in family interventions**

Guest: Marc Grimmet, PhD., NCSU Counselor Education

Student presentations based on Lynch chapters (guideline for presentation will be distributed in class)

Discussion of focus questions for *Keeping On* (attached)

Reading:

Lynch, E. W. & Hanson, M. J. (2004). *Developing cross-cultural competence: A guide for working with children and their families*. Baltimore, MD: Brookes Publishing. Chapter 5: Families with American Indian roots; Chapter 6: Families with African American roots; Chapter 7: Families with Latino roots; Chapter 8: Families with Asian roots; Chapter 11: Families with Middle Eastern roots; Chapter 12: Families with South Asian roots (109-298 and 373-438).

**9/21 Early intervention: Attachment-related interventions  
Project plans due**

In class activity: Review “Baby Cues” video and discuss use of the video with parents

Readings:

Ipsa et al., Chapter 8 – Mothers’ relationships with parents and parent-figures  
Boyd-Franklin & Bry Chapter 4 – Multigenerational patterns in families in crisis  
Hoffman, K. T., Marvin, R. S., Cooper, G., & Powell, B. (2006). Changing toddlers’ and preschoolers’ attachment classifications: The Circle of Security intervention. *Journal of Consulting and Clinical Psychology, 74*, 1017-1026.

**9/28 Early intervention: Home-based interventions for parents of young children  
Project 12-Ways/Project SafeCare, Parents as Teachers, Healthy Families**

Guest: Staff of Parents as Teachers, Project Enlightenment

In class activity: View videotape of Activity-based intervention and role play use with parents

Readings:

Ipsa et al, Chapter 10 – Raising children  
Ipsa et al, Chapter 13 – Home visitor roles and dilemmas  
Boyd-Franklin & Bry Chapter 3 – A framework for home-based family treatment

**10/5 Exam I (one hour, maximum)**

**Interventions with families of school-aged children: Behavioral parenting training:  
Parent-Child Interaction Therapy, Helping the Noncompliant Child**

In class activity: Practice “attending”, and role play application with parent/child pairs

Reading:

Boyd-Franklin & Bry Chapter 5 – Working with children and their families

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**10/12 Fall Break – no class meeting**

**10/19 Interventions with families of school-aged children: Behavioral parenting training:  
Incredible Years, Triple P, Nurturing Program**

In class activity: Practice key skills in Triple P through role plays

Readings:

- Sanders, M. R., Mazzucchelli, T. G., & Studman, L. J. (2004). Stepping Stones Triple P: The theoretical basis and development of an evidence-based positive parenting program for families with a child who has a disability. *Journal of Intellectual & Developmental Disability, 29*, 265-283.
- Eyberg, S. (2005). Tailoring and adapting Parent-Child Interaction Therapy to new populations. *Education and Treatment of Children, 28*, 197-201.

**10/26 Interventions with the School-aged child: Behavioral Parenting Training, cont.**

Guest: Carol Peebles, MA; Iredell County Partnership for Young Children

Readings:

- Ispa et al, Chapter 12 – Neighbors and friends  
Ispa et al, Chapter 14 – Child care arrangements

**11/2 Families of Adolescents: Multisystemic Therapy**

In class activity: Review video on interviewing for solutions and role play basic skills

Readings:

Boyd-Franklin & Bry Chapter 6 – Working with adolescents and their families

Each student should read *one* of the following:

Little, J. H. (2005). Lessons learned from a systematic review of multisystemic therapy. *Child and Youth Services Review, 27*, 445-463.

Henggeler, S. W., Schoenwald, S. K., & Swenson, C. C. (2006). Letter to the Editor: Methodological critique and meta-analysis as Trojan horse. *Children and Youth Services Review, 28*, 447-457.

Little, J. H. (2006). Letter to the Editor: The case for multisystemic therapy: Evidence or orthodoxy? *Children and Youth Services Review, 28*, 458-472.

**11/9 Families of Adolescents: Brief Strategic Family Therapy, Interventions in family structure and communication patterns**

In class activity: Role play and videotape parent-adolescent conflict and use the interactions to direct intervention for unhealthy communication patterns

Readings:

- Santisteban, D. A., Syarez-Morales, L., Robbins, M. S., & Szapocznik, J. (2006). Brief Strategic Family Therapy: Lessons learned in efficacy research and challenges to blending research and practice. *Family Process, 45*, 259-271.

**11/16** No Class – Dr. Haskett will be attending the annual meeting of the Association for Behavioral and Cognitive Therapies; you are encouraged to work on your presentations  
**Written project summary due**

**11/23** Thanksgiving Break

**11/30** Presentations (20 minutes, maximum, for each student)

**12/7** Interventions to improve academic success

Facilitation of home-school collaboration

Early childhood initiatives: Chicago Child-Parent Centers, Early Head Start

Guest: John Begeny, to discuss Reading Rockets early literacy intervention

Readings:

Boyd-Franklin & Bry Chapter 8 – Community interventions

Ou, S. (2005). Pathways of long-term effects of an early intervention program on educational attainment: Findings from the Chicago longitudinal study. *Journal of Applied Developmental Psychology, 26*, 578-611.

Raikes, H., Pan, B., Luze, G., TamisLeMonda, C. S. et al (2006). Mother-child bookreading in low-income families: Correlates and outcomes during the first three years of life. *Child Development, 77*, 924-953.

**12/14** Exam II

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