

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Family Problems and Interventions
Course Code: SEBS-242

Fourth Semester
(3 Credit Hours)

Learning Outcomes

The course is designed to:

1. Explore gender, race, and cultural issues in family therapy
2. Examine the influence of previous generations on current family issues and dynamics
3. Discuss the importance of life transitions and changes across the family life cycle
4. Describe the effect of individual experience (attachment, self-esteem) on family functioning
5. Recall the describe first, second and third generation family therapy models

Course Agenda

Unit-1: Central Concepts in Analysis of Family Problems

- 1.1 Nature of Family Problems
- 1.2 Similarities in Family Problems
- 1.3 Differences in Family Problems

Unit-2: Family Life Cycle Vs Individuals Life Cycle

- 2.1 Nature of Family Life Cycle
- 2.2 Nature of Individuals Life Cycle

Unit-3: Lifecycle Stages Associated with Separation and Divorce

- 3.1 Lifecycle Stages Associated with Separation
- 3.2 Lifecycle Stages Associated with Divorce

Unit-4: The Stages of Family Therapy

- 4.1 Stage 1 Planning
- 4.2 Stage 2 Assessment
- 4.3 Stage 3 Treatment

4.4 Stage 4 Disengaging Or Reconstructing

Unit-5: Three Organizing Themes

5.1 Behavior Pattern

5.2 Beliefs

5.3 Contexts

Unit-6: Preparing to Begin Family Therapy

6.1 Engagement

6.2 Assessment

6.3 Goal Setting

Unit-7: Approaches to Intervention with Families

7.1 Behavioral Approaches

7.2 Cognitive Approaches

7.3 Humanistic Approaches

7.4 Psychoanalytical Approaches

Unit-8: Working with Families

8.1 Information Sharing

8.2 Decision Making

8.3 Intervention Planning

8.4 Guidance and Feedback

Unit-9: Coping with Life Stage, Health and Mental Health

9.1 Respite Care

9.2 Counseling

9.3 Parent Support Groups

Teaching Learning Strategies:

Text Book Review, Presentation, Group Discussion

Assignment Types and Number with Calendar

04 Case Studies Development

02 Before Mid Term, 02 after Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a test.

Suggested Readings

Haynes, A., Rowbotham, S. J., Redman, S., Brennan, S., Williamson, A., & Moore, G. (2018).

What can we learn from interventions that aim to increase policy-makers' capacity to use research? A realist scoping review. *Health research policy and systems*, 16(1), 31. doi:10.1186/s12961-018-0277-1

Dishion, T., Forgatch, M., Chamberlain, P., & Pelham, W. E., 3rd (2016). The Oregon Model of Behavior Family Therapy: From Intervention Design to Promoting Large-Scale System Change. *Behavior therapy*, 47(6), 812–837. doi:10.1016/j.beth.2016.02.002

Bos, C., Lans, I. V., Van Rijnsoever, F., & Van Trijp, H. (2015). Consumer Acceptance of Population-Level Intervention Strategies for Healthy Food Choices: The Role of Perceived Effectiveness and Perceived Fairness. *Nutrients*, 7(9), 7842–7862. doi:10.3390/nu7095370

Wan, C. S., Nankervis, A., Teede, H., & Aroni, R. (2019). Dietary intervention strategies for ethnic Chinese women with gestational diabetes mellitus: A systematic review and meta-analysis. *Nutrition & dietetics: the journal of the Dietitians Association of Australia*, 76(2), 211–232. doi:10.1111/1747-0080.12524

De Cocker, K., Veldeman, C., De Bacquer, D., Braeckman, L., Owen, N., Cardon, G., & De Bourdeaudhuij, I. (2015). Acceptability and feasibility of potential intervention strategies for influencing sedentary time at work: focus group interviews in executives and employees. *The international journal of behavioral nutrition and physical activity*, 12, 22. doi:10.1186/s12966-015-0177-5

- Altenburg, T. M., Kist-van Holthe, J., & Chinapaw, M. J. (2016). Effectiveness of intervention strategies exclusively targeting reductions in children's sedentary time: a systematic review of the literature. *The international journal of behavioral nutrition and physical activity*, 13, 65. doi:10.1186/s12966-016-0387-5
- Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. E. (2002). *Interventions for children with or at risk for emotional and behavioral disorders*. Allyn & Bacon.
- Morey, B., & Mueser, K. T. (2007). *The family intervention guide to mental illness: Recognizing symptoms & getting treatment*. New Harbinger Publications.
- Quinn, W. H. (2004). *Family solutions for youth at risk: Applications to juvenile delinquency, truancy, and behavior problems*. Routledge.
- Sanders, M. R., & McFarland, M. (2000). Treatment of depressed mothers with disruptive children: A controlled evaluation of cognitive behavioral family intervention. *Behavior Therapy*, 31(1), 89-112.
- Sherman, R., & Dinkmeyer, D. (1987). *Systems of Family Therapy: An Adlerian Integration*. New York: Brunner/Mazel.