

## **FAMILY ASSESSMENT AND INTERVENTION: A HYBRID LAB COURSE**

### **1. GENERAL DESCRIPTION**

<b>SCHOOL</b>	School of Social Sciences		
<b>DEPARTMENT</b>	Department of Psychology UOC and the University of California at Long Beach		
<b>LEVEL</b>	Undergraduate-Advanced course		
<b>COURSE CODE</b>	<b>Ψ-4608</b>	<b>Semester</b>	8th
<b>COURSE TITLE</b>	<b>FAMILY ASSESSMENT AND INTERVENTION: A HYBRID LAB COURSE</b>		
<b>INSTRUCTOR</b>	Sofia Triliva		
<b>TITLE</b>	Professor of Clinical Psychology		
<b>TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>ECTS</b>	
Online and in person lectures, experiential exercises, role plays, journal entries, reflective chat sessions, and demonstrations	3	6	
<b>COURSE TYPE</b>	Skills development (Laboratory)		
<b>PREREQUISITE COURSES:</b>	Adult and Child Psychopathology, Family Systems Seminar		
<b>LANGUAGE OF INSTRUCTION AND EVALUATION:</b>	English		
<b>OPEN TO ERASMUS STUDENTS</b>	Graduate students from the Erasmus Program		
<b>COURSE WEBPAGE (URL)</b>	Beachboard Connection from the University of California at Long Beach		

### **2. LEARNING OUTCOMES**

<b>Course Learning Outcomes</b>
<p>This is an experiential course designed to introduce advanced students to the theory, research, and practice of conducting psychological interviews with families. Through reading, class online and in person discussions and some lectures students will acquire substantive knowledge and background on interviewing. By way of observation, role play, enactment, and constructive feedback students will develop the basic skills crucial to interviewing families. Students will compare and contrast evidence-based techniques in assessing family interactions, dynamics, and communication patterns. Students will gather information about family life via the use of genograms. Moreover, they will also analyze, surmise, and appraise cultural differences in human experiences, needs, and understandings. They will consider and explore multicultural knowledge and sensitivity and ways to best communicate with families. They will develop skills in intake interviewing by practicing family interviewing techniques such as circular questioning and Socratic questioning.</p> <p>By the end of the course, students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of family assessment and evidence-based approaches to conducting an assessment in a role play exercise</li> <li>• Role play culturally appropriate techniques in use of metaphors, language, and cultural symbols,</li> <li>• Develop skill in using questions appropriately in role plays where they will</li> </ul>

communicate with families,

- Assess their and their classmates' application of aforementioned skills and to provide mutually constructive feedback.
- Develop an understanding of the limits of their knowledge and competence in family assessment.

#### **General competencies**

- Communication and collaboration with culturally different others
- Application of theory in communicating and in the use of techniques
- Intercultural sensitivity and sensibilities
- Critical reflection
- Demonstrate basic interpersonal communication skills related to interacting with families
- Demonstration of listening skills
- Demonstration of techniques associated with the use of questions in assessment and intervention

### **3. COURSE CONTENT**

1. Family contexts: defining family, theoretical perspectives, personal and family values, beliefs, and values
2. The family system: family structure, organization, roles, developmental lifespan perspective
3. Core tasks of family assessment: essential engagement skills, collaborating with families, posing effective questions, genograms, mapping tools and cultural considerations
4. Effective family strengthening interventions: ecological and developmental perspectives, social support and engagement with the community, evidence-based interventions
5. Practicing family assessment through case studies
6. Getting connected with your own family systems

### **4. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION**

<b>METHODS</b>	Online and in class (face to face)		
<b>INFORMATION AND COMMUNICATION TECHNOLOGIES USED</b>	Use of ICT in teaching Support for learning through the Blackboard platform, chat café, queries and taped lectures and videos		
<b>ORGANIZATION of TEACHING</b>	<b>Teaching methods</b>	<b>Workload for the Semester</b>	<b>ECTS Credits</b>
	Online recorded lectures and in person lectures	18 hours (6 lectures x 3 hours)	0,72

	Response to queries and Chat café	12 hours	0,48
	Readings and reflections	35 hours	1,40
	Preparation for demonstrations, demonstrations and feedback (role-plays, genograms, sculpting, and enactments)	35 hours	1,40
	Family Genograms and Mapping exercises	35 hours	1,40
	Video introduction and response	10 hours	0,40
	<b>Sum</b>	<b>145 hours</b>	<b>5,8</b>
<b>STUDENT EVALUATION</b>	<p>Written exercises (reflections, chats, the response to queries, and genogram and mapping papers, 80%).</p> <p>Demonstrations, role plays, and presentations in class (20%).</p> <p>In Greek (Genograms and mapping) and all else in English.</p>		

## 5. BIBLIOGRAPHY

<ul style="list-style-type: none"> <li>• Thomlison, B. (2016). <i>Family Assessment Handbook. An introduction and practical guide to family assessment</i>. Boston, MA: Cengage Learning.</li> <li>• Charles, et al., (2014). Getting comfortable “as a fish out of water”: using qualitative research training to enhance the technical capacity of family therapy trainees. <i>Journal of Marital and Family Therapy</i>, 40(2), 233-245. doi: 10.1111/j.1752-0606.2012.00323.x</li> <li>• D'Aniello, C., Nguyen, H. N., &amp; Piercy, F. P. (2016). Cultural Sensitivity as an MFT Common Factor. <i>The American Journal of Family Therapy</i>, 44, 5, 234-244, DOI: 10.1080/01926187.2016.1223565</li> <li>• Hohashi, N., &amp; Honda, J. (2011). Development of the Concentric Sphere Family Environment Model and Companion Tools for Culturally Congruent Family Assessment. <i>Journal of Transcultural Nursing</i>, 22(4), 350-361.</li> <li>• Laszloffy, T., &amp; Habekost, J. (2010). Using experiential tasks to enhance cultural sensitivity among MFT trainees. <i>Journal of Marital and Family Therapy</i>, 36(3), 333-346. doi: 10.1111/j.1752-0606.2010.00213.x</li> <li>• Seponski, D. M., Bermudez, J. M., &amp; Lewis, D. C. (2013). Creating culturally sensitive family therapy models and research: introducing the use of responsive</li> </ul>
--

evaluation as a method. *Journal of Marital and Family Therapy*, 39(1), 28-42. doi:  
10.1111/j.1752-0606.2011.00282.x