Course Objectives:

Students will learn or review the following competencies in conducting Bry’s cognitive behavioral family intervention for the prevention and reduction of adolescent academic, conduct, and substance abuse problems (Targeted Family Intervention), which is based on Communication and Problem-solving Family Therapy:

1. Empirically-based knowledge of development of problem behaviors in adolescents
2. Explanation of adolescent, parent, and collateral behavior within a cognitive behavioral framework
3. Empirically-based knowledge of protective and risky parenting practices
4. Facility in multicultural relationships
5. Proactive engagement of the adolescent, parents, and collaterals in therapy
6. Prerequisite basic counseling skills
7. Assessing specific client strengths (including a genogram) problems and setting realistic therapy outcomes or goals
8. Sufficient familiarity with schools to complete Bry’s Weekly Report Card weekly
9. Arranging to meet with the individual adolescent and family in their school or home to reach therapy goals
10. Conducting continual functional analyses of adaptive and maladaptive behaviors
11. Cognitive behavioral family therapy strategies and research on their effects
12. Conducting booster sessions subsequent to therapy in order to maintain gains

Attainment of most objectives will be shown by students’ submitting notes on what they wish to
remember about the reading, their participation in class discussions and role plays, their course presentations, and final papers.

Student grades will be based on:

1. Regular attendance and class participation, unless there’s a religious observance or illness. (Leave a message for me at 732-445-2004 x 114 or at bbry@rci. if you cannot attend.)

2. Turning in weekly written notes on readings.

3. Participating in group supervision of the class’s cases.

4. Class presentation (An outline will be provided for case presentations.)

5. Final course project (A model will be provided for case write-ups.)

Presentations and projects can take one of three forms:

A. Rutgers/Somerset Counseling Program, Clinic, or practicum oral case presentation, including report cards, genogram, video or audio-taped session, and a case write-up by the end of the semester. In the paper, include at least 5 literature citations, of which at least two are empirical and one is on the ethnic/racial background of the client. A sample paper will be distributed.

B. Oral (and visual) presentation of your own family’s genogram and a final paper on what you learned, including how your family’s characteristics compare and contrast with McGoldrick’s chapters on people with similar cultural backgrounds. Include at least 5 literature citations, at least two of which are empirical.

C. An oral presentation on a research proposal or findings, and a final paper or data set.
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<tr>
<th>Dates</th>
<th>Assignments</th>
<th>Reading Topics &amp; Class Activities</th>
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<td>Bring a list of what you particularly want to remember from the reading</td>
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<td>2/13/09</td>
<td>Boyd-Franklin &amp; Bry pp. 3-10;37-57;78-117 Bry, Greene, Schutte, &amp; Fishman manual</td>
<td>Working with schools Assessment interviews (slides &amp; role play)</td>
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<td>2/20/09</td>
<td>Robin &amp; Foster pp. 113-173</td>
<td>Problem-solving and Communication training Cognitive re-training strategies Group supervision of cases (Gordon tape &amp; role play)</td>
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orientation

Safran & Heimberg (1998) pp. 147-152

“From a Secret Place” tape & role play

Bring notes

3/20/09  SPRING BREAK(Optional)8:30-4:00–CPC PM Bry Clinical Seminar at PNC Arts Center, on Garden State Pkwy, Holmdel, Shawn Shea, MD on Teen Suicide

Bring notes

4/3/09   Robin & Foster pp. 188-209  Student presentations
Bring notes

4/10/09  Robin & Foster pp. 210-231  Student presentations
Bring notes

4/17/09  Robin & Foster pp. 232-256  Student presentations
Bring notes

4/24/09  Robin & Foster pp. 257-282  Student presentations
Bring notes

5/01/09  Final paper due--Therapy case write-up, genogram paper, or research proposal or results section. APA style with at least 5 citations from the psychology literature (including at least 2 empirical studies). Include citations on ethnic/racial/cultural background of families.

Student presentations
Texts Available at Rutgers Bookstore


Other Required Readings


Extra Resources

Three books edited by Monica McGoldrick on Ethnicity and family therapy