

FAMILY-BASED THERAPY EXAM: CONTENT OUTLINE

Draft: September 2018 | Final: October 2018

DOMAIN: FAMILY DYNAMICS AND SYSTEMS

1. Understand that attachment is a biologically based reflex that propels family members to seek out each other.
2. Understand how to establish and use boundaries.
3. Understand the continuum of boundary permeability.
4. Understand the executive functioning/roles in the family and larger systems.
5. Understand the patterns of interactions that are a part of the family system.
6. Identify and understand coalitions and alliances.
7. Understand how to interrupt patterns.
8. Recognize that differences in the family members' interactions can complement one another.
9. Understand that emotion regulation is the capacity to withstand negative psychological states and continue to persist toward a goal.
10. Understand that a two-person group is a dyad and a three-person group is a triad that communicate verbally and/or non-verbally.
11. Understand and recognize emotional cutoff.
12. Understand and recognize enmeshment.
13. Understand that family life cycle refers to developmental trends or stages of family life.
14. Understand that family structure refers to how a family is organized.
15. Understand how emotions contribute to the family structure.
16. Identify and understand the hierarchy of family members within the family system.
17. Identify and understand the use of overprotection.
18. Identify and understand parentification.
19. Recognize when an adult is a peripheral caregiver.
20. Recognize the amount of power and/or influence a family member holds within the family system.
21. Understand the distinction between the content and the process of how family members relate to one another.
22. Understand how larger systems influence family patterns and functions.
23. Understand and recognize triangulation.
24. Assist families to utilize formal, informal, community, and natural supports and/or resources.
25. Understand and recognize diverse family compositions.

DOMAIN: ECOSYSTEMIC STRUCTURAL FAMILY THERAPY (ESFT) THEORY

1. Understand Core Negative Interactional Pattern (CNIP).
2. Understand that core mechanisms of change are conditions that account for a child and family's positive and meaningful change in treatment.
3. Recognize that individuals and families are generally more capable than how they present.
4. Understand that treatment focuses on individual and family emotion regulation.
5. Understand that treatment focuses on the attachment between the caregivers and their children.
6. Understand that treatment focuses on the caregivers' executive functioning in the family.
7. Understand that treatment focuses on the co-parent/co-caregiver alliance.
8. Understand the impact of diagnoses and how they impact the individual and the family.
9. Understand that first order change is a change that stays within the operating system of the individual or family and is limited to change in behavior.
10. Understand the family's homeostasis.
11. Construct and review a systemic hypothesis that links the presenting problems to the structure and functioning of the family's relationship.
12. Understand that an ecosystemic perspective in family assessment and treatment focuses on the larger systems in which the family is imbedded.
13. Understand that the ESFT model focuses on viewing the context of the child, family, and larger systems.
14. Understand that the ESFT model examines biological, developmental, cultural, and systemic factors of all family members.
15. Understand that the ESFT model is used to treat families with children or adolescents who are diagnosed with severe emotional and/or behavioral disturbances.
16. Understand that team dynamics impact treatment.
17. Understand and recognize induction.
18. Understand and recognize isomorphism.
19. Understand and recognize the difference between linear and circular causality.
20. Understand and recognize meta-communication.
21. Understand and recognize second order change.
22. Understand and recognize subsystems.
23. Understand how systems theory relates to families and how each person contributes to the larger relationship system and is governed by it simultaneously.
24. Understand the components of forming a therapeutic alliance and joining.
25. Understand the physiological, biological, and social impact of trauma on the individual and family.
26. Understand and recognize the impact of trauma on the individual and family system.

DOMAIN: ESFT ASSESSMENT METHOD, INTERVENTIONS, & TREATMENT

1. Orient the family to the ESFT model.
2. Facilitate the interruption of the Core Negative Interactional Patterns.
3. Highlight and facilitate the development of healthy boundaries within the family system.
4. Utilize a strength-based approach.
5. Utilize a trauma informed lens to inform treatment.
6. Identify services that support treatment goals.
7. Coordinate a service system that is functional and collaborative to assist caregivers in establishing leadership roles and participating in the family's needs, goals, and evaluation of services.
8. Understand safety and/or crisis management.
9. Empower the family to understand and manage high-risk situations.
10. Utilize circular questions to focus attention on family connection and highlight differences among family members and their perspectives about events and relationships.
11. Collaborate with team partners, supervisors, training institutions, and other resources.
12. Understand and utilize an eco-map.
13. Utilize empowerment practices that enable family members to address concerns through their own actions and competencies.
14. Utilize enactments to engage two or more members of the family about an issue, conflict, or task.
15. Utilize Family Support Services (FSS) to obtain services and resources that are used to support the family's treatment objectives and stabilize basic needs.
16. Develop and utilize a genogram.
17. Utilize joining techniques.
18. Develop therapeutic alliances.
19. Utilize metaphors to help family members see alternative ways of looking at situations.
20. Utilize punctuation to highlight successful interactions and interrupt negative patterns.
21. Utilize reframing to change the way problems, thoughts, feelings, behaviors, and situations are viewed.
22. Regulate intensity to assist in the therapeutic process.
23. Implement therapeutic rituals.
24. Utilize assessment tools to inform treatment goals.
25. Establish structure of sessions and treatment goals collaboratively with the family.
26. Create opportunities for family members to practice more functional patterns with one another.
27. Solidify and punctuate child and family changes to ensure generalization of these changes after discharge from treatment.
28. Utilize structural mapping.
29. Utilize a timeline of a family and individual member's life.
30. Utilize interventions to help families tell their story to gain a deeper meaning of family patterns.
31. Utilize unbalancing to temporarily support one member against another to block dysfunctional interactions and create a different experience.
32. Elicit and utilize feedback regarding treatment from the family and other systems.
33. Assess for suicidality and homicidality.
34. Provide psychoeducation to the individual, family, and the larger systems.
35. Understand the process of discharge planning.

DOMAIN: CULTURAL COMPETENCY AND ETHICAL RESPONSIBILITY

1. Understand how culture, power, and privilege influence the family system.
2. Recognize how the therapist's well-being impacts the therapeutic process, team development, and growth in supervision.
3. Define how culture and life experience influence one's work with individuals, families, and colleagues from diverse backgrounds.
4. Describe different aspects of family and culture and how these can influence individual's health, beliefs, and behavior.
5. Describe ways the organizational culture within providers and institutions can affect access, quality, and individual experience with services.
6. Employ techniques for interacting respectfully with people from cultures or families that differ from one's own.
7. Support the development of partnerships between individuals, families, and providers by assisting each to better understand the other's perspectives.
8. Advocate for the use of culturally and linguistically appropriate services and resources within organizations and with diverse colleagues and communities.
9. Use language and behavior that is responsive to the diversity of cultures encountered.
10. Advocate for self-determination and dignity.
11. Understand limitations and boundaries as they relate to self-care.
12. Promote one's own health and well-being.
13. Identify risks for safety in various settings and take precautions as needed.
14. Address ethical issues as they relate to legal and social challenges facing individuals and families.
15. Adhere to confidentiality and privacy rights in accordance with employer and legal reporting requirements.
16. Adhere to requirements set by the state, the federal government, funding sources, and/or employing organization.
17. Function within the scope of practice and boundaries and understand when a referral is needed.
18. Recognize issues related to abuse and neglect that must be reported under laws and regulations.
19. Understand and communicate appropriate boundaries that balance professional and personal relationships.
20. Advocate for and recognize when to seek additional supervision, training, continuing education, and networking.
21. Comply with reporting, record keeping, and documentation requirements.
22. Understand the importance of creating documentation in partnership with individuals, families, and larger systems.
23. Conduct self in an ethical and professional manner.
24. Practice non-judgmental behavior.
25. Understand the criteria and obligations of duty to warn.