

A Psicologia em suas Diversas Áreas de Atuação 3

Tallys Newton Fernandes de Matos
(Organizador)



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APRESENTAÇÃO

Vivenciamos atualmente um período de fragilidade e deterioração biopsicossocial frente a um cenário de crise e pandemia, bem como o desgaste nos aspectos econômicos e políticos, que também alavancam outras características e segmentos da sociedade. As ciências, nesse aspecto, trabalham constantemente, através de suas diferentes áreas, para suprir demandas sociais em diferentes contextos, possibilitando, assim, intervenções adversas.

A busca incessante pela compreensão e identificação dos fenômenos que estão em processo de transformação e composição da realidade, coloca--nos em um paradigma filosófico e existencial sobre a verdade. Esta verdade, já questionada no passado pelos filósofos antigos, possibilita a construção do conhecimento e estrutura modelos de investigação posteriores, através de mecanismos de aprendizagem e ensino.

A psicologia, nesse contexto, ganha destaque por trabalhar uma diversidade de cenários em situações de fragilidade referentes ao desenvolvimento humano e a saúde mental, por intermédio de suas diferentes técnicas e instrumentos de atuação. Nessa perspectiva, a obra “A Psicologia em suas Diversas Áreas de Atuação 3” aborda questões inerentes a infância, escola, terceira idade, contexto social, avaliação, transtornos, diagnóstico, intervenção, questionamentos ideológicos, saúde, literatura, inovação tecnológica e novas técnicas psicoterápicas.

A infância, neste aspecto, ganhou destaque por ser um período que estrutura a personalidade do sujeito através do desenvolvimento psicogenético, que vai do nascimento até a adolescência, período no qual o indivíduo está submetido à inserção na sociedade. É na infância que ocorrem o incremento das experiências, transmissão social e equilibração através do uso de códigos no universo das imagens e palavras guiadas pelos caminhos que preexistem no universo parental.

Por conseguinte, a escola ganha destaque por promover a universalização e bens culturais, criando condições para a aprendizagem e para o desenvolvimento humano de todos na sociedade através da educação e conhecimento.

Em associação com os dados anteriores está o desenvolvimento da adolescência e vida adulta, e, posteriormente, a terceira idade, que é um dado apresentado nesta obra. A terceira idade é a própria idade adulta avançada, período marcado pelas transformações biopsicossociais, complicações e influências que se dão de modo complexo. Torna-se necessário, então, desenvolver recursos para o bem estar e qualidade de vida, a fim de reduzir receios e inquietações, na busca por uma vida saudável.

Neste cenário, é importante um trabalho conjunto na construção de políticas públicas direcionadas a pluralidade cultural envolvendo atores sociais e culturais

com identificação étnico-raciais, de gênero, de orientação sexual, de deficiências, dentre outros, para a centralidade de valores éticos na formação do sujeito.

Seguindo os eixos temáticos expostos na ordem cronológica da obra, temos os modelos de avaliação, diagnóstico e intervenção em psicopatologias e transtornos mentais. Destaca-se que, segundo a Organização Mundial de Saúde, há um aumento das doenças mentais no século XXI decorrente das novas demandas sociais e a realidade vivenciada hoje frente ao cenário atual, já mencionado anteriormente. A importância desse seguimento se dá pela saúde mental, pela qualidade de vida do sujeito em sua diversidade e ao seu contexto.

Destaca-se, também, a importância dos debates e dos questionamentos ideológicos como elemento fundamentador da democracia, como tratado nesta obra. Tais artefatos possibilitam a ressignificação de ideias na construção de um novo cenário de conhecimento e aprendizagem. Vale ressaltar que estes debates podem estar atrelados há um referencial teórico significativo, como, por exemplo, uma análise literária, também explorada no final da obra, esta que, além disso, propõe, ao seu final, novas técnicas e alternativas psicoterápicas, bem como inovação tecnológica em benefício da saúde e bem estar.

Vale ressaltar que, através do discurso anterior, a obra “A Psicologia em suas Diversas Áreas de Atuação 3”, aborda os seguintes seguimentos: desenvolvimento humano, psicologia escolar, psicologia da saúde, psicologia social, psicologia clínica, psicopatologias, literatura, tecnologia e inovação.

Os tipos de estudos explorados nesta obra foram: estudo transversal, pesquisa descritiva, revisão sistemática de literatura, revisão de pares, revisão literária, entrevista semiestruturada, pesquisa bibliográfica, pesquisa de campo, aplicação de questionários, reflexão histórico-cultural, análise documental, materialismo histórico-dialético, revisão integrativa da literatura, estudo de caso, diagnóstico institucional e dialético-simbólico.

Com isso, a obra “A Psicologia em suas Diversas Áreas de Atuação 3” explora a diversidade e construção teórica na psicologia, através de estudos realizados em diferentes instituições de ensino no contexto nacional e internacional. Nesse âmbito, é relevante a divulgação e construção do conhecimento através da produção científica. Para tanto, a Atena Editora possui uma plataforma consolidada e confiável, sendo referência nacional e internacional, para que estes pesquisadores explorem e divulguem suas pesquisas.

Tallys Newton Fernandes de Matos

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THE ROLE OF FATHERS IN SUCCESSFUL CHILD DEVELOPMENT: A SUMMARY OF THE EMPIRICAL LITERATURE AND RESOURCES FOR MENTAL HEALTH AND SOCIAL PROFESSIONALS

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ABSTRACT: Transformations in family, work, and gender patterns have reshaped children's experience of growing up in families. As mothers develop stronger ties to paid work and adult partnerships become more fluid, more children are being reared in families more varied than the "traditional" single earner, two-parent household. The increase in single mother households makes studies of fathers' absence on child outcomes more necessary. The literature suggests that fathers make unique, important contributions to children's positive development. The functional role of fathers in effective discipline, role modelling, increased human and financial resources, and reduced maternal and child stress, all contribute

to more positive child development. High-quality interaction by any type of father predicts better infant health. Unfortunately, unless special methods are used to attract their participation, fathers spend less time with their children and are less likely to engage in family therapy, family skills or parent training classes. To aid mental health and social professionals who encounter widely variable father involvement, this manuscript summarizes the literature on the impacts of father involvement in the lives of children. In addition, useful fatherhood resources are described.

KEYWORDS: father, development, child, family

1 | INTRODUCTION

Because the number of children with psychological, social, emotional, educational, and behavioral problems has increased, policy makers and researchers are examining the relationship of increased mother-only households and role of father involvement in positive youth development. Single mothers are generally poorer, more highly stressed and less well-educated resulting in more negative developmental outcomes for their children (McLanahan & Jacobsen, 2015). Putnam (2015) sees this as contributing to widening

health disparities and fewer educational, economic and social opportunities for children born in fragile homes of less educated, lower income parents, a class rather than a racial divide in children's outcomes.

With fewer children living with their fathers, the importance of fathers in children's lives is being debated by social scientists, policy makers and the general public. Today only about one-third of children grow up with their fathers because of increased divorce, separation, mothers' choices not to marry, higher incarceration rates, and removal of children in drug involved families, (Child Trends, 2015). More African American children than White children live with single mothers (Mather, 2010). In 2015, only 34 percent of African American children were living with two parents compared with 83 percent of Asian children, 74 percent of white children, and 60 percent of Hispanic children.

This article is not based on any systematic review or meta-analysis, but on both book reviews and peer reviewed articles found in online searches over 20 years after a draft was created by senior author for U.S. Vice President Al Gore's Fatherhood Initiative. This updated literature review suggests that two stable loving and nurturing parents who spend regular time with their children significantly improves their children's developmental outcomes. Family structure is a less critical variable than family functioning, quality of the parent/child relationship, and economic, educational and social resources accessed by the child and family (Kumpfer, Magalhães & Kanse, 2016; Lamb, 2012). We hope this review will be useful for mental health and social professionals engaged in clinical and social services with a special focus on fathers. This review summarizes the empirical studies on father involvement, supplemented by a description of useful fatherhood resources for clinical practice and prevention.

Fatherhood roles

The concept of father has broadened from just a biological and breadwinner role to one emphasising socialization and support of children into adulthood. With the increasing commitment of men to their children's well-being, the role of "new father" has emerged as both provider and caregiver for his children (Lamb, 2004). Fatherhood roles are not universal, but dynamic and interactive (Lamb, 2004) depending on context and time. Although the fatherhood role is recognized in all cultures, the person who plays that role may or may not be the biological father, but an uncle, grandfather, or a long-term mentor, coach, or friend (Lamb, 2013). Because of overlap in "fatherhood traits" in men and women, some women have many male or fatherhood traits. African American single mothers often play both roles or the "husband" in a gay or lesbian couple. Some children of single-mothers are exposed to multiple adult figures who participate in child-rearing to a greater

or lesser extent to fill the role of the “social father” (Bzostek, 2008). A step-father or adoptive or foster father may take responsibility for some or all the children of a single mother. Some researchers assert that the distinctiveness of gender-specific roles is important, while others contend that the characteristics of the father as a parent are more important than the characteristics of the father as a man (Lamb, 2010). One comprehensive theoretical model of father’s parenting style (Cabrera, Fitzgerald, Bradley, & Roggman, 2014) suggests that prior cultural, biological, and family history impacts their perspective on fatherhood, which then interacts with their relationships with their children and the children’s mothers.

Developmental Benefits of Father Involvement. Research on resilience and positive child development (Kumpfer, 2014) suggests having two parents is generally better than one parent if they have a good relationship themselves and with the child. Two can potentially provide more nurturing, support, supervision and teaching in family values and skills. Some longitudinal research (Werner & Johnson, 2004) suggests that while at least one stable, responsible, consistent, loving caretaking adult is critical to children’s successful development, especially when living in adversity, the quality of child’s development may be optimized with two competent caregivers. Father absence because of divorce, separation, abandonment, incarceration, war, migration, or work leads to reduced resilience and positive development in children (Kumpfer & Hu, 2013). Father absence can also be attributed to the mother’s choice for single parenthood, or father’s death or illness. Each of these reasons for father absence in a child’s life presents their own unique risk factors. Single mothers tend to have higher stress, depression, and anxiety leading to decrease resilience in the mother and her children (Luthar & D’Avanzo, 2005).

Parenting Style and Time with Children. Fathers’ participation in caretaking is increasing as more mothers work and couples share childcare responsibilities. The burden of childcare, however, continues to rest primarily on mothers. Fagan and Palkovitz, (2011) found that the quality of parents’ relationship matters in father/child relationship because some mothers limit the fathers’ time with their children.

Fathers’ time with children is dominated by play and leisure, increases as the child gets older (Kotila, Schoppe-Sullivan, & Kamp Dush, 2013) and is often in the mother’s presence (Craig, 2006). Even when they play with children gender differences exist; fathers stress justice, fairness and duty (based on rules), while mothers stress sympathy, care and help (based on relationships) (Lamb, 2010). Fathers engage in more rough-and-tumble play and active sports that develop children’s father-child attachment, social skills, emotional regulation, and visual-spatial abilities (Fletcher, StGeorge, & Freeman, 2012).

Discipline is also different for mothers and fathers. Fathers tend to enforce rules systematically and sternly, and teach children the consequences of right and

wrong. Mothers tend toward grace and sympathy providing a sense of hopefulness. Fathers use more behavioral controls and mothers use more psychological controls. By themselves neither style ideal, but together, they create a healthy balance. Parenting research (Kumpfer, 2014) suggests that behavioral controls taught in evidence-based parenting interventions (often to mothers) are more effective in improving children's behaviors than are emotional controls (Van Ryzin, Kumpfer, Fosco, & Greenberg, 2016). The absence of fathers or a father figure can lead to more children who are behaviorally out-of-control and under-socialized. This is observed by teachers and childcare providers and confirmed by the increasing diagnoses of behavioral problems in children as young as three years (ADD/HD, oppositional defiant disorder, etc.). Behavioral parenting training courses increase effective discipline and reduce excessive physical punishment found in some cultures (Kumpfer, 2016).

2 I IMPACT OF FATHER ABSENCE

The literature suggests that father-absence is related to increased children's socio-emotional, behavioral, and educational difficulties and poorer adult mental health (McLanahan, Tach, & Scheinder, 2013; Manning & Lamb, 2003) as well as leaving home earlier and become adolescent parents. Children living with two married adults (biological or adoptive parents) have on average fewer emotional or behavioral problems, better health and greater access to health care than children living without father figures (Amato, 2005; Blackwell, 2010). The negative consequences of father absence on mental health is related to emotional difficulties, alcohol problems (D'Onofrio, Turkheimer, Emery, Maes, Silberg, & Eaves, 2007) psychological distress, smoking (Ermisch, Francesconi, & Pevalin, 2004) and adult poorer mental health (Amato, 2005). A child of a divorced mother has higher odds of being diagnosed with anxiety or depression, ADD/HD and need treatment for emotional or behavioral problems (Ventura, Abma, Mosher, & Henslaw, 2008). Fatherless children are twice as likely to repeat a grade and suffer from psychosomatic disorders. Lamb (2004) believed that fathers influence child **outcomes** the same as mothers by providing emotional support, security and encouragement. Each of these developmental outcomes is discussed below.

2.1 Behavioral Health.

Today about 25% of adolescents in the USA have one or more major behavioral health disorders. Adolescent substance abuse and other behavioral health disorders have increased worldwide primarily in girls. Girls' substance misuse now equals or

exceeds boys' (UNODC, 2016). Kumpfer (2014) attributes this increase in girls to their loss of fathers. Sarkadi, Kristiansson, Oberklaid, and Bremberg (2007) point out that father involvement seems to reduce the occurrence of behavioral problems in boys and psychological problems in young women, as well as enhancing cognitive development, while decreasing delinquency and economic disadvantage in low-income families. Father involvement in culturally adapted family skills interventions can significantly reduce child internalizing and externalizing behaviors (Parra-Cardona, et al., 2017). Conversely, father absence or disengagement is associated with negative effects on children (i.e., child abuse, depression, school failure, substance abuse, delinquency, early sexual activity and teen pregnancy) (Jaffee, Moffitt, Caspi, & Taylor, 2003). A child living with his/her divorced mother has higher odds of experiencing anxiety or depression, hyperactivity, and need for treatment, compared to a child living with both parents (Ventura, Abma, Mosher, & Henslaw, 2008). Children have the highest level of well-being when they are raised in a low-conflict, married household, indicative of the importance of strong maternal as well as paternal relationships (Sobolewski & Amato, 2007). Paternal involvement in childhood is related to reduced police contact and crimes in teens (Flouri, 2005). Even living in a neighbourhood with fewer fathers increases the risk of teen violence (Resnick, et al., 1997).

2.2 Cognitive and language development.

Engaged fathers significantly improve their children's cognitive and language skills by two and three years (Tamis-LeMonda, Shannon, Cabrera, & Lamb, 2004) as well as their social and emotional development (Cabrera, Tarkow, & Shannon, 2006). A study of seven month-olds indicated that father involvement, such as cognitively stimulating activities, physical care, paternal warmth, and caregiving activities were associated with lower chances of infant cognitive and language delays. Stronger visual-spatial abilities can result from the father's encouragement of children in active sports and rough and tumble play early in life when their brains are developing neural pathways (Shannon, Tamis-LeMonda, London, & Cabrera, 2002). Rowe and Coker (2004) have suggested that, because fathers use more imperatives, attention-getting utterances, and use more complex sentences than mothers do, they contribute in unique, though still poorly understood, ways to linguistic development.

2.3 Educational outcomes.

Father's involvement in children's school and schoolwork improves school performance. For example, fathers' involvement, warmth and control is related to better academic performance, better readers, better relationship skills (Flouri,

2003); and better grades, because of fathers 1) higher academic expectations, 2) distinctive parenting style; 3) the role modelling of active problem solving, perseverance and instrumental actions leading to success and 4) active involvement and communications with their child's school. Fathers can promote children's literacy skills by reading books to them, asking them about the books they read, and encouraging them to read more books (Saracho, 2008). Martin, Ryan, and Brooks-Gunn (2010) also point out that fathers' supportiveness has a significant impact on children's school readiness in families where the mothers' supportiveness is low. Paternal supportiveness was associated with school readiness when mothers scored at or below the mean on supportiveness. Children with fathers tend to work harder in school and avoid getting into trouble.

2.4 Sex-role socialization.

Some research by Lamb (1997; 2010; 2013) suggests that fathers impact appropriate sex-role socialization in both girls and boys, because children of both sexes tend to identify more with their fathers than their mothers. However, this is only if they have fathers and their fathers are affectionate, supportive, nurturing, and more rewarding than punishing. This psychological closeness and paternal warmth is very important in promoting sex-role socialization and identification in boys. A study of O'Bryan, Fishbein, and Ritchey (2004) found that fathers and mothers play an equally important role in the transmission of gender roles. Fathers tend to have a greater impact on their sons even if they do not refer to them as a role model (Fuhrmans, Lippe, & Fuhrer, 2014). Children living without fathers learn appropriate sex-roles from many other sources such as other relatives (traditionally uncles or grandfathers in some cultures, the media, stories/myths, and observational learning even when living in gay/lesbian families.

2.5 Emotional Health: Good father/child attachment.

Good father/child attachment can be accomplished with relatively little time investment; the most important ingredient appears to be positive emotion and attention to children. Even non-residential fathers with a good relationship with their children have been linked to better child behaviors and peer relations (Cabrera, Cook, McFadden, & Bradley, 2011). Secure parent/child attachment is the building block for a child's ability to trust and develop good relationships with others (Bowlby, 2008). If the mother is not warm and loving, a secure relationship with the father or another caretaker is especially important emotionally. Although infants initially prefer mothers over fathers, infants become attached to their fathers by the end of the first year of life, even if the fathers spend relatively little time with them (Cox, Owen, Henderson, & Margand, 1992). Recent studies (Brown, Mangelsdorf, & Neff,

2012) find increased paternal involvement does strengthen father/infant attachment. When mothers are the primary caretakers, however, they are often the preferred attachment figure. Children whose fathers are stable and involved are better off on almost every cognitive, social, and emotional measure. High levels of father involvement, for example are correlated with higher levels of children's sociability, confidence, self-control, positive school behaviors, and less risky behaviors in adolescents (Anthes, 2010). Father attachment also improves self-regulation into adulthood by supporting dreams, goals, and youths' positive views of their future (Rollett, Werneck, & Gaderer, 2013).

2.6 Physical Health.

Father involvement improves breastfeeding and weight gain in pre-term infants resulting in higher receptive language skills and grades (Garfield & Isacco, 2006). Mothers and fathers differ in responses to their children's life-threatening illnesses, with fathers reporting better mental health than mothers. Parents who adapt best to children's health problems are easygoing with a sense of humor, perceive the good in situations and have a strong, but flexible faith (Bugental, 2003). Positive interaction by any father figure predicts better child health (Carr & Springer, 2010), including reduced obesity if the father is physically active (Troost, Kerr, Ward, & Pate, 2001).

3 | PARENTING STYLE

Many of the benefits conferred by engaged fathers are reported even when fathers do not live in the same household with their children, but are nevertheless engaged with them, through the provision of support and contact (King, Harris, & Heard 2004). The results indicate that more positive father-child relationships and better child behavioral outcomes are associated with fathers with an authoritative and rather than an authoritarian parenting style. Permissive parenting predicts less risky behavior when the father-child relationship is positive. The influence of the father-child relationship on risk behaviors is stronger for boys than for girls (Bronte-Tinkew, Moore, Capps, & Zaff, 2006).

As mentioned earlier, research suggests that fathers' and mothers' traditional child rearing and discipline styles differ significantly (Lamb, 2010); however, these gender differences are dissolving rapidly (Fagan, Day, Lamb, & Cabrera, 2014). Fathers tend to use more behavioral controls whereas mothers use more psychological controls that are not as effective in changing behaviors. Mothers can learn effective behavioral controls in cognitive behavioral parenting skills training

classes (Kumpfer, 2016).

Father and mother responsiveness and mother's use of psychological control were each found to significantly predict child depression symptoms. Interestingly, maternal psychological control explained the largest portion of variance in child depression scores. But if fathers control their children primarily through excessive physical punishment versus clear expectations, positive relationships, and time together, their children are more likely to experience emotional problems, psychosomatic disorders, school difficulties, and have lower levels of moral development (Lamb & Lewis, 2011). In many families, mothers continue to bear primary responsibility for childrearing and may be more likely typified as the warmer, more nurturing parent, but maternal use of psychological control can be especially harmful to child development.

Hence, it's important to include both parents in research and clinical decision-making, rather than relying heavily on mothers alone. Also it is important to consider family relationships, including specific parenting behaviors, when addressing reports of youth emotional problems.

4 | FATHER'S IMPACT PAST CHILDHOOD

Most research focuses on fathers of young children. The relationship of men with their offspring should be lifelong in emotional and material support for their adult children. The few studies of support by fathers and grandfathers of adult children find a long-term association between paternal involvements at young ages and reduced adolescent and adult risky behaviors including crimes and police contacts (Flouri, 2010). Similarly, father and adolescent's reports of their closeness at age 16 are correlated with children's depression and marital satisfaction at age 33 (Flouri & Buchanan, 2002). This lack of interest in older fathers' roles is at odds with the importance attached to older men in family functioning in more traditional societies and the growing evidence of increased involvement among older parents in the lives of adult children in Europe and the United States (Clarke, Cooksey, & Verropoulou, 1998). Even when fathers are deceased or not in regular contact, their relationships with their adult children, is still influential. Adult sons can be highly conscious of and sensitive to their fathers' opinions of them. Some men report distress when their fathers criticize their behavior or their inability to provide for their families.

Impact of Fatherhood. Being a father can have a positive impact on a man. Men frequently report that fathering is "good for them", and the evidence generally supports this assertion. Studies show that fatherhood can be beneficial to a man's health (Spector, 2006) depending on the number and the age of children; the father's lifestyle, role competence, employment, social class, social environment;

and the quality of spousal relationships. Physical and emotional benefits can include increased levels of fitness, happiness, contentment, and self-esteem (Henwood & Procter, 2003). Research also show that fathers whose wives think well of them as fathers were more likely to report higher levels of involvement in child-related activities (Pasely, Futris, & Skinner, 2002). The father's level of involvement in the child's life is, therefore, partly determined by the extent to which mothers encourage or permit participation.

Fatherhood can results in negative consequences as well. Some men experience anxiety and depression when faced with new fatherhood responsibilities (McLanahan & Carlson, 2004) even before the birth (Ramchandani, Stein, Evans, O'Connor, & ALSPAC Study Team, 2005). Having children can also change a couple's relationship. Marital conflicts, divorce or separation, and the separation of fathers from their children, have an adverse impact on men's health (Booth & Amato, 1991). Child illness and mortality increases parental stress, contributing to divorce and poorer health (Reichman, Corman, & Noonan, 2004).

Enhancing Impact through Evidence-Based Interventions. Evidence-based interventions (EBIs) aimed at enhancing parent and family skills, are highly effective in improving children's outcomes. Unfortunately it is hard to attract and engage fathers. Family systems theory suggests that better outcomes in family EBIs are achieved by engaging the whole family (Furrow, 2001). Indeed, Lundahl and associates (2008) conducted a meta-analysis of the outcomes of parenting programs and found interventions delivered to both parents to be 'significantly more effective' than interventions delivered to mothers alone (Lundahl, Tollefson, Risser, & Lovejoy, 2008). Mothers report that EBIs would have been more effective if their partner had attended (Patterson, Degarmo, & Forgatch, 2004). One randomized-control trial (RCT) of the seniors author's Strengthening Families Program (SFP) in Thailand found similar improved results when both mothers and fathers attended, compared to the control condition where only the mothers were invited (Kumpfer, 2014). Coatsworth and associates (2015) added more mindfulness techniques to SFP that resulted in larger effect sizes for fathers than for mothers in improved parenting style (Coatsworth, Duncan, Nix, Greenberg, Bamberger, Gayles, & Demi, 2015).

Although family programs try to attract both parents, only about one third of fathers attend unless court mandated (Kumpfer, 2014). Fathers can be as effective family change agents as mothers (Elder et al., 2011). Gains in family EBIs are greater and longer lasting with less attrition if fathers attend (Bagner, 2013) because of a supportive partner. The major issue is how to involve fathers (Cowan, P., Cowan, C., Pruett, Pruett, & Wong, 2009). Tips for involving fathers was discussed earlier and also on fatherhood program websites listed below. Having effective male implementers

from the local cultural population increases fathers attendance. Finding men trained in helping professions, however, can be difficult (Kumpfer, Magalhães, & Kanse, 2016).

5 | FATHERHOOD RESOURCES

mental health and social professionals are challenged by multiple configurations and varying levels of father involvement. Mental health and social professionals well-versed in family therapy theories and models would nevertheless benefit from familiarity with empirical literature of father involvement. We present below resources that offer relevant fatherhood literature, networking opportunities, model family, and fatherhood interventions. Selected resources are described by emphasizing relevance for family intervention.

1. The Fatherhood Project assisted companies in developing father friendly practices and promoting paternity leave (<http://thefatheringproject.org>).

2. National Fatherhood Initiative (<http://www.fatherhood.org>) is the nation's leading non-profit working with communities, corrections, military organizations, and government agencies to end father absence.

3. Strong Fathers.com/NRFC (<http://www.strongfathers.org>) working with schools, head starts and early childhood programs to deliver engaging fatherhood activities that help children achieve.

4. The National Center for Fathering and the National Center on Fathers and Families works with corporations, schools and faith-based organizations to promote father involvement particularly where the father is absent.

5. The Substance Abuse and Mental Health Services Administration (SAMHSA), funds family EBIs and culturally-specific media campaigns (e.g., Your Time, Their Future, etc.) to promote father involvement. The primary author when SAMHSA CSAP Director funded 95 communities to implement family EBIs found on www.strengtheningfamilies.org or NREPP website. <https://www.samhsa.gov/nrepp>

6. Administration for Children and Families Children's Bureau has grants and materials to improved father involvement in families. <https://www.acf.hhs.gov/cb> including their National Responsible Fatherhood Clearinghouse (NRFC) and Healthy Marriage and Responsible Fatherhood grants,

7. The National Institute of Child Health and Human Development, (<https://www.nichd.nih.gov/Pages/index.aspx>).

8. The National Institute on Drug Abuse (NIDA), National Institute on Mental Health (NIMH), and the National Institute on Alcohol Abuse and Alcoholism (NIAAA).NIDA supports research and publications on the role of fathers in prevention and effects of paternal drug use.

9. Other Fatherhood Resources, are FatherhoodFirst.org, Early Head Start, Fatherville.com; InsideOut Dad® Program, Becoming a Family Project; School Children and their Families Project; and the Supporting Father Involvement Project (US), **Écoles** des Maris - “Schools for Husbands”.

6 | CONCLUSION

Fathers who enjoy secure attachment with their children have better adjusted children (Pleck & Masciadrelli, 2004). Involvement of fathers with loving, positive communication and parenting skills brings social, emotional, educational, and economic benefits. Parenting EBIs that include fathers yielded greater positive changes and behaviors (for both parents and children) than programs that do not include fathers (Lundahl, Tollefson, Risser, & Lovejoy, 2008). The current article offers a relevant overview of the literature with a strong focus on our need for policies and therapeutic or prevention interventions that improve “father” involvement. In addition to informing existing family therapy models and theories according to the existing fatherhood scholarship, relevant fatherhood initiatives were described to the reader as resources for clinical practice.

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