Gershy, N., & Omer, (2017). Engaging fathers in parent training: A qualitative study. *Journal of Family Psychotherapy, 28:* 38-58

Here is the link to the article

<https://www.dropbox.com/s/u7mrt6n563wsy4s/Engaging%20Fathers%20in%20Parent%20Training%20A%20Qualitative%20Study.pdf?dl=0>

The reason we conducted this study was that we wanted to improve the frequency and quality of father-engagement in our treatments. We opted for a qualitative methodology, because we wanted to understand the specific difficulties therapists were experiencing in engaging fathers and possible ways to overcome them. The natural partners for this study were therefore the therapists in our unit (especially as the more difficult fathers would not be available for interview). Among the important points that arose from this study were: a) in order to engage fathers, their level of participation in child-rearing must be taken in consideration. It is not realistic to set high goals for a father who is extremely marginal. However, a modest goal of decreasing those fathers' marginal standing may prove not only attainable, but also attractive; b) the mothers' reactions to the father's engagement must also be taken in consideration. Mothers must be reassured that the fathers will not prove intrusive or authoritarian, and that they will not subvert the mother's position in the home. It is also important to acknowledge the mothers' contribution all through the years in which they were almost exclusively responsible for the children; c) fathers are more amenable by limited and practical tasks with the child, than in directly supporting the mothers. We also think that practical tasks and strategies are especially appealing to fathers, who are possibly less prone to subtler forms of emotional expression than mothers. This study helped us develop more effective ways of engaging fathers. Thus, in Irit Schorr-Sapir's doctoral dissertation, fathers were engaged and participated actively in treatments in 100% of the cases! We believe this achievement is totally unique in the parent-training literature.