



Ben-Gurion University of the Negev
The Faculty of Humanities & Social Sciences

Advanced class in family therapy: new approaches and their application

2018-2019

Course number: **101.2.0119/0129**

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Objectives

- Introduce students to the dynamics of couplehood and couples therapy
- Familiarize students with the concept of individual and intergenerational processes
- Familiarize students with foundational concepts of systems theory
- Provide framework for normal family development
- Familiarize students with the theory and practice of various family therapy models, including structural, experiential, dynamic and others.
- Practice basic systems conceptualization with actual cases
- Examine the empirical findings regarding systems models and their purported concepts/change mechanism.

Methods

The course will include frontal, didactic lectures, class discussions of readings, observation of videos, student clinical case presentations, a personal genogram and a focused, critical empirical review of the research.

Evaluation

Final grades will be computed as follows: 40% *informed* class participation, 10% genogram, 25% case presentation and 25% focused critical review of empirical literature. The *informed* class participation component is comprised of being physically present, being attentive and actively contributing to the class discussion after having carefully the class material before the start of class.

The **genogram** project is intended to illustrate the salience of intergenerational patterns in one's current life and the experiential effect of revealing such patterns. Students will complete a comprehensive genogram of either their own family, a client's family or an acquaintance's family including 3 generations. The framework for the genogram will be based on the material in the book *Genograms in Family Assessment*, listed in the reading list below. The genogram will be no longer than 5 pages (not including any diagrams) in length, *double spaced lines*, New Roman font 12, 1 inch margins all around. Students who would like will have the opportunity to present their genograms in class. Those who would prefer to keep their genograms private do not need to present them in class. **All genograms are due by December 10th, 2018.**

The **case presentation** will be an analysis of a case you are seeing (or have seen) in your practicum. It can be a case in which you did some conjoint work with parents and children together, a case in which you conducted "parent training" alongside the individual work with the child/adolescent, or a case in which you only worked with the child but have some idea about their parents and the family dynamics. It should include a systemic analysis of the structure, interactional patterns, and developmental stage of the family. It should also address purported therapeutic change mechanisms and interventions you delivered or what have liked to deliver.

In the first part of the presentation, describe some of the case background: Who is the IP, who are the parents, and what is the presenting problem(s). This section should be *no longer than one page*. In the next section, describe the family's dynamics before you began working with them. Think systemically. How did the family interactions, structure of the family, family roles, family rules, etc. impact upon the problem and how did the problem impact upon the family interactions, structure, roles, rules, etc.? If relevant, you might want to look at the systemic forces from an intergenerational perspective. This section should be *no longer than three pages*.

In the next section, briefly summarize what you have done and how the therapy has progressed thus far (*no more than two pages*). In the next and final section, describe how you intervened *systemically* or, if you did not, how you might have intervened had you had the chance. You can draw from any or all of the models learned in class, or other material you have read on family therapy. **Importantly:** In this section, describe why you did (or would do) what you did (or would do). In other words, give a rationale. **Do not** describe, summarize or review any of the family therapy models – I already know the models. This last section should be *no longer than four pages*. All-in-all, the paper should be no longer than 10 pages, *double spaced lines*, New Roman font 12, 1 inch margins all around, not including diagrams. **All case presentations are due by April 1st, 2019.**

The **critical review of empirical literature** is a concise, critical review of the research in a **focused area**, and should identify important implications for both practice and future research. Examples of topics include:

- a review of the empirical literature on families with disabled members or medical conditions
- a review of the empirical literature on family prevention programs
- a review of outcome research on family therapy for a particular disorder or problem (e.g., eating disorders, bipolar disorder, schizophrenia, major depression, juvenile delinquency, drug abuse/dependency, incest, child abuse, etc.)
- a review of the empirical literature on couple therapy for a particular disorder or problem (e.g., depression, partner violence, substance abuse, infidelity)
- a review of the empirical literature on working with couples and/or families from a specific social/cultural/religious group (e.g., LGBTQ, Orthodox Jews, Bedouin, etc.)
- a review of process research in couples or family therapy (e.g., the role of the therapeutic alliance, emotional processing, etc. in treatment drop-out or outcome).

This review is **not** meant to be a summary of already published review papers, though you can use previous reviews to identify important issues and central papers. It is meant to be an **original** review, whereby you go back and read the original articles. Just because the author of a review article reads the results of a given study and interprets the results in one way does not mean that you too will come to the same conclusion. The critical review should be no more than 10 pages (not including references), double spaced lines, New Roman font 12, margins 1 inch, and should use correct APA publication style (see most recent publication manual). The review

should focus on the central, most important findings in the field, and include the most updated literature. Students can submit reviews in teams of two, if they so choose. If you decide to work as a pair, both of you are expected to contribute equally to the review and both of you will receive the same grade. Please get authorization in advance regarding their topic before you begin. **All empirical literature reviews are due by July 1st, 2019.**

Important notes

Because this class is small and based primarily on discussions and not didactic lectures, your presence, attention and active participation are crucial to the success of the class, both in term of what you will get out of it and also in terms of what your classmates will get out if. Therefore, **class attendance is mandatory**. You do not need to tell me why you are absent from class if you miss class. However if you miss more than 2 classes in a given semester, you will not receive a grade for the class or receive a failing grade.

In order to maximize the class experience, **no cell phones are allowed in class**. If you bring your phone, it must be turned off before the beginning of class and placed either in your bag, in your pocket or under your chair – not on the table. Also, **laptops are only allowed for taking class notes**. Therefore, the WIFI on your laptop should be turned off before the beginning of class and the laptop should be folded closed, unless you are taking notes at that moment.

Textbooks

- Nichols, M. P. (2013). *Family therapy: Concepts and methods*. (10th ed.). Upper Saddle River, NJ: Pearson Education.
- Scarf, M. (1987). *Intimate Partners: Patterns in Love and Marriage*. New York, NY; Random House. (Hebrew translation)
- Minuchin, S. (1974). *Families and Family Therapy*. Cambridge, MA; Harvard University Press. (Hebrew translation)
- Minuchin, S. & Fishman, H.C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

Fall Semester

October 15th: Introduction and syllabus

October 22nd: Couplehood

Required reading:

Scarf, M. (1987). *Intimate Partners: Patterns in Love and Marriage* (pp. 17-110)

October 29th: Love itself, emotional triangles

Required reading:

Scarf, M. (1987). *Intimate Partners: Patterns in Love and Marriage* (pp. 85-113; 155-184; 221-242; 373-388)

Optional reading:

Scharff, J.S. & Scharff, D.E. (1997). Object relations couple therapy. *American Journal of Psychotherapy*, 51, 141-173.

November 5th: Emotionally focused couples therapy (Video example)

Required reading:

- Johnson, S.M. (2007). A new era for couple therapy: Theory, research and practice. *Journal of Systemic Therapies*, 26, 5-16.
- Greenman, P.S., Johnson, S.M. (2013). Process research on emotionally focused therapy (EFT) for couples: Linking theory to practice. *Family Process*, 52, 46-61.

Optional reading:

- Johnson, S. 1996. *Creating Connection: The Practice of Emotionally Focused Marital Therapy*. New York: Brunner/Mazel.

November 12th: The evolution of family therapy, basic techniques of family therapy and the fundamental concepts of family therapy

Required reading:

- Nichols, M.P. (2013). *Family Therapy: Concepts and Methods* (10th Edition) (Chapter 1, pp. 1-26; Chapter 3, pp. 54-73).

November 19th: (NO CLASS – Reading week) Bowen theory, intergenerational processes and genograms

Required reading:

- Nichols, M.P. (2014). *Family Therapy: Concepts and Methods* (10th Edition) (Chapter 4, pp. 76-95).
- Bowen, M. (1974). Toward the differentiation of self in one's family of origin. In *Georgetown family symposium*, Vol. 1, F. Andres and J. Lorio, Eds. Washington, DC: Department of Psychiatry, Georgetown University Medical Center. (pp. 529-547).
- McGoldrick & Gerson (1985); Chapters 1-6 (pp. 1-121)

November 26th: (NO CLASS – continue reading and prepare personal genogram)

December 3rd: Bowen theory, individuation, intergenerational processes

December 10th: Genograms

Student presentations of genograms (**all genograms are due**)

December 17th: Introduction to structural family therapy

Required reading:

- Minuchin, S. (1974). *Families and Family Therapy* (Chapter 1: Structural Family Therapy, pp. 1-15; Chapter 2: A Family in Formation: The Wagners and Salvador Minuchin, pp. 16 – 45; Chapter 3: A Family Model, pp. 46 – 66)

Optional reading:

- Nichols, M.P. (2013). *Family Therapy: Concepts and Methods* (10th Edition) (Chapter 6, pp. 122-142).

December 24th: Reframing, enactment and focus (video – family with a fire)

Required reading:

- Minuchin, S. (1974). *Families and Family Therapy* (Chapter 5; Therapeutic Implications, pp. 89-109).
- Minuchin, S. & Fishman, H.C. (1981). *Family therapy techniques* (Chapters

6, 7, & 8; pp. 73-115).

Optional reading:

Minuchin, S. (1974). *Families and Family Therapy* (Chapter 8; Restructuring the family, pp. 138-155)

December 31st: Attachment-based family therapy for depressed and suicidal adolescents

Required reading:

Diamond, G.S. (2005). Attachment-based family therapy for depressed and anxious adolescents. In J.L. Lebow (Ed), *Handbook of clinical family therapy* (pp. 17-41). Hoboken, NJ, US: John Wiley & Sons.

January 7th: Attachment-based family therapy (video examples)

Optional reading:

Diamond, Diamond & Levy (2013). *Attachment-Based Family Therapy for Depressed Adolescents*. Washington, DC: American Psychological Association.

Spring Semester

February 25th: Experiential family therapy

Required reading:

Rasheed, J.M., Rasheed, M.N., & Marley, J.A. (2006). Communication and humanistic family therapy (pp 135-167). In *Family Therapy Model and Techniques*. Sage Publications.

Optional reading:

See reading list at end of Rasheed et al. chapter

March 4th: Experiential family therapy (video example and experiential exercise)

Family sculpting

March 11th: Strategic family therapy

Required reading:

Nichols, M.P. (2013). *Family Therapy: Concepts and Methods* (10th Edition) (Chapter 5, pp. 99-118).

Shoham-Salomon, V., R. Avner, and R. Neeman (1989). You're Changed If You Do and Changed If You Don't: Mechanisms Underlying Paradoxical Interventions. *Journal of Consulting and Clinical Psychology*, 57, 590–598.

Szapocznik, J., A. Perez-Vidal, A. L. Brickman, F. H. Foote, O. Heris, and W. M. Kurtines (1988). Engaging Adolescent Drug Abusers and Their Families in Treatment: A Strategic Structural Systems Approach. *Journal of Consulting and Clinical Psychology* 56:552–7.

Tomm, K. 1987a. Interventive Interviewing: Part I. Strategizing as a Fourth Guideline for the Therapist. *Family Process*, 26, 3–13.

Tomm, K. 1987b. Interventive Interviewing: Part II. Reflexive Questioning as a Means to Enable Self-Healing. *Family Process*, 26,167–84.

March 18th: Narrative therapy

Required reading:

Nichols, M.P. (2013). *Family Therapy: Concepts and Methods* (10th Edition) (Chapter 12, pp. 268-284).

Carr, A. (1998). Michael White's narrative therapy. *Contemporary Family Therapy*, 20, 485-503.

Dickerson, V.C. (2014). The advance of postculturalism and its influence on family therapy. *Family Process*, 53, 401-414.

Piper, J. & Mannino, M. (2008) Identity Formation for Transsexual Individuals in Transition. *Journal of GLBT Family Studies*, 4, 75-93

March 25th: Solution focused therapy (video example)

Required reading:

Nichols, M.P. (2013). *Family Therapy: Concepts and Methods* (10th Edition) (Chapter 11, pp. 245-264).

Carr, A, Hartnett, D., Brosnan, E., Sharry, J. (2017). Parents Plus systemic, solution-focused parent training programs: Description, review of the evidence base, and meta-analysis. *Family Process*, 56, 652-668.

Trepper, T.S. (2012) Solution-focused brief therapy with families. *Asia Pacific Journal of Counselling and Psychotherapy*, 3, 137-148.

Zatloukal, L., Žákovský, D. & Bezdíčková, E. (2018). Utilizing metaphors in solution focused therapy. *Contemporary Family Therapy*. Online first

April 1st: Case presentations - (All case presentations are due)

April 8th: Case presentation

April 15th: No class (holiday)

April 22nd: No class (holiday)

April 29th: Case presentations

May 6th: Case presentations

May 13th: Case presentations

May 20th: Case presentation

May 27th: Case presentations

June 3rd: Case presentations

June 10th: Case presentations

June 17th: Summary and conclusions