This seminar provides an overview of family therapy as both a treatment modality and point of view, emphasizing the interdependence of theory, practice, and research. We’ll focus particularly on the over-arching principles of circularity and context. In addition to distinguishing "systemic" or "interactional" models from other paradigms (psychodynamic, cognitive-behavioral, biomedical, etc.) we will examine similarities and differences among approaches such as brief problem-focused therapy (Fisch, Weakland, Watzlawick et al.); structural family therapy (Minuchin et al.); strategic family therapy (Haley, Madanes et al.); multigenerational family therapy (Bowen et al.); cognitive-behavioral family therapy (Patterson, Jacobson et al.), and co-constructivist family therapy (de Shazer, Berg, O’Hanlon et al.). While discussing each treatment model we’ll examine its application to various populations, empirical evidence that support it, and its hypothesized change mechanisms (scientific plausibility).

We will also cover ethical, professional, and training issues, challenges posed by cultural diversity, gender power and identity, life-cycle changes, and dilemmas concerning tension of integration. Via your mid-term presentations we examine the empirical literature regarding applications of family therapy to specific problems (anxiety, depression, schizophrenia, childhood disorders, addictions, etc.). We’ll summarize the course with a set of tentative conclusions of what the field knows and doesn't know about the efficacy, effectiveness, cost-effectiveness, and the scientific plausibility of family therapy. I'd like to encourage each of you to see me about anything in the course that concerns you.

Requirements and Grading Procedures

The module on principles of family therapy spans over the first 10-11 weeks of the Spring semester. Students will be required to submit (a) weekly questions, (b) a mid-term paper, and (c) a final exam. The module constitutes 67% of the semester’s grade.

(1) For each week, state one good question stimulated by the readings. Submit questions by e-mail (varda@u.arizona.edu) before midnight each Tuesday. I will grade all your questions along with your participation and contribution to the class discussion (20% of the module’s grade).

(2) "Mid-term" (30%): Class presentations scheduled for various weeks (see below). Following the presentation, and no later than ___/__/10, submit the power-point slides of your presentation, and a reference list.

(3) Final exam (50%): The final consists of two parts: the first will require some comparative evaluation of principles and models, in the second you will be asked to integrate other materials we covered.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (from narrow- to broad-band)</th>
<th>Notes; special assignments</th>
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</thead>
<tbody>
<tr>
<td>1-13-10</td>
<td>Circularity and context, the family as a system, pragmatics of human communication</td>
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<td>History and concepts of family therapy; the state of the science</td>
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<tr>
<td>1-20-10</td>
<td>The family as a system, interactional view, social cybernetics</td>
<td>Submit questions by Tuesday at 6:00 PM</td>
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<tr>
<td>1-27-10</td>
<td>Social cybernetics (ironic processes &amp; symptom-system fit)</td>
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<td>- Brief Strategic Couple Therapy (BSCT)</td>
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<td>- FAMCON approach to addictions</td>
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<td>2-3-10</td>
<td>Structure and hierarchy in problem maintenance and change</td>
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<td>- Structural family theory and therapy</td>
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<td>2-10-10</td>
<td>Structural family theory, therapy &amp; research (cont.)</td>
<td>Student presentation</td>
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<td>- Old &amp; new frontiers in structural FT (&lt;Florencia&gt;)</td>
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<tr>
<td>2-17-10</td>
<td>Evidence-based systems therapies (from purer to multi-dimensional)</td>
<td>Student presentations</td>
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<td>- Brief Strategic Family Therapy (BSFT; _____)</td>
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<td>- Multisystemic Family Therapy (MST; &lt;Andrew&gt;)</td>
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<td>2-24-10</td>
<td>Cognitive behavioral and stress-diathesis perspectives</td>
<td>Student presentations</td>
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<td>- Functional family therapy (FFT; _____)</td>
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<td>- FT for severe mental illness (Schizophrenia, bipolar; _____ &amp; _____)</td>
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<td>3-3-10</td>
<td>Couple therapies (multiple models)</td>
<td>Student presentations</td>
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<td>- Marital discord (_____ )</td>
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<td>- Anxiety and depression (_____ )</td>
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<td>- Substance abuse (_____ )</td>
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<td>- Care giver interventions (_____ )</td>
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<tr>
<td>3-10-10</td>
<td>Multigenerational patterns: Bowen’s theory and therapy</td>
<td>Prepare your own genogram</td>
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<td>Co-construction of social reality:</td>
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<td></td>
<td>- Solution-focused therapy</td>
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<td>3-17-10</td>
<td><strong>Spring Break</strong></td>
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<td>3-24-10</td>
<td>Culture, ethnicity, gender, and sexual orientation Ethical considerations</td>
<td>Submit ppt presentations</td>
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<td>Therapist training: the missing piece?</td>
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<tr>
<td>3-31-10</td>
<td>Summary of research; challenges for the future</td>
<td>Final exam <strong>/</strong>/2010</td>
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Readings (* = Optional)

System theory and the interactional view; state of the science


Social cybernetics: ironic processes and symptom-system fit


Structural family theory and therapy


Structural family therapy (cont.)


Brief Strategic Family Therapy (BSFT) for adolescent conduct problems


**Multi-systemic (MST) family therapy for adolescent conduct problems**


**Cognitive behavioral and stress-diathesis models**

**Functional Family Therapy (FFT) for adolescent conduct disorders**


**Psychoeducational FT for schizophrenia and bipolar disorders**


**Multiple perspectives: Evidence-based couple Therapies**

- **Outcome studies**


- **Marital discord**


- Depression and anxiety:
  


- Substance abuse:


Multigenerational theory


Constructivist approach


Ethnicity, culture, and gender


Ethics


Summary of Research, Challenges for the Future

FT outcome


Cost-effectiveness analyses


Moderators and mediators of FT effects


Implementation