

Family Systems Therapy: Children and Adolescents

EDP384C, unique #10305
SZB 240, Wed 9-12:00 p.m.
Syllabus, Spring 2018

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Texts:

Nichols, M. P. with Sean Davis (2017). (11th ed.). *Family therapy: Concepts and methods*. Boston, MA: Pearson Education, Inc.

Walsh, F. (2012) (4th ed.). *Normal family processes: Growing diversity and complexity*. New York/London: Guilford Press. (available as an Ebook through the PCL:
<http://catalog.lib.utexas.edu/record=b7927938~S29>).

Additional optional and required readings will be available on Canvas.

Course Goals for Students:

1. Demonstrate understanding of systems concepts foundational to the practice of family therapy.
2. Articulate the stages of family therapy and the relevant clinical practice issues, including ethical and legal concerns, that distinguish family (from individual) therapy.
3. Demonstrate understanding of the differentiating features of major classic models of family therapy.
4. Demonstrate understanding of the diversity and complexity of normal (vs. clinical) family processes.
5. Demonstrate ability to select which models, modalities, and/or techniques are most effective for child and adolescent presenting problems based on the current research evidence.
6. Demonstrate understanding of patterns of emotional closeness, distance, and conflict in current family functioning and across generations.
7. Demonstrate the ability to differentiate functional vs. dysfunctional family processes via multiple family therapy models and methods.
8. Demonstrate understanding of relevant theories and principles that inform family therapy, e.g., social-ecological theory, attachment theory, the biopsychosocial model, principles of human development.
9. Articulate the relationship between family functioning and individual health and well-being.
10. Comprehend family assessment models and instruments; select family assessment procedures appropriate to the presenting problem, practice setting, and cultural context.
11. Demonstrate the ability to integrate multiple sources of family assessment data into a culturally sensitive case conceptualization and treatment plan.
12. Gain experience conducting an initial family interview.

Course Policies

Class attendance: Class attendance is not required but is strongly encouraged. Information critical to the understanding of the assigned readings and completion of assignments will be presented.

Special accommodations: The University of Texas at Austin provides, upon appropriate request, academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641. Please provide documentation to the instructor if special accommodations are necessary for the completion of assignments within the first two weeks of class.

Religious holidays: The University of Texas at Austin has a clear policy regarding respect for students' observance of religious holidays. Students may neither be penalized for a class absence nor failure to turn in an assignment due in class when related to the observance of a religious holiday. If this will apply to you during the spring semester, please inform the instructor at least two weeks prior to the date.

Late assignments: Assignments are due in class on the date noted and often will be discussed at the beginning of class. Late assignments will lose one point per day of total (including 2 points for the weekend). Please plan accordingly and discuss with the instructor any modifications or exceptions.

Overview of Course Assignments & Grading

Overview	Point/% value	Due date
#1: Systems observation	15	Jan. 31
#2: Genogram	20	Feb. 21
#3: Family Process Evaluation: Comparison of two models	25	Mar. 7
#4: Group Presentation on Evidence-Based Intervention	15	Mar. 21
#5: Case Conceptualization or Special Topic	25	May 11
Total	100	

Note: Guidelines for assignment completion appear at the end of the syllabus. All written assignments should use APA style (typed, double-spaced, single-sided printing).

Grading:

A (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 94-100; A- = 90-93.

B (Above Average) will be given for written work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)

C (Average) will be given for written work that is of marginal quality for graduate study and/or shows significant errors of comprehension evidenced by a total earned course points below 80.

Course & Topic Overview

This course provides an introduction to family therapy concepts and methods with an emphasis on their application to problems presented by children and adolescents. The family therapy course topics largely follow a historical timeline within two major eras: The Classic Schools of Family Therapy that emerged in the modern era and the Twenty-first Century Family Therapy approaches that derived from these and emerged in the Post-modern era. Taken together, course content provides an understanding of family therapy over time, which is largely reflected in the Nichols text.

The second theme of the course is understanding the diversity and complexity of *normal* family processes, which is the emphasis of the Walsh text. This theme provides a helpful positive counter-balance to the more problem-saturated perspective of clinical treatment models. Although this perspective is most relevant to the post-modern era, readings will be assigned throughout the course and used in experiential learning activities.

The third theme of the course is gaining clinical experience. Although it is beyond the scope of the course to provide extensive training in family therapy techniques, each student will have the opportunity to practice an initial family interview, as well as the opportunity to complete an assessment/case conceptualization of family functioning (or alternative equivalent integrative assignment).

Classic Schools of Family Therapy

Jan. 24	Foundations
Jan. 31	Bowen Family Systems Therapy
Feb. 7	Neurobiology & Family Processes (Dr. Leslie Moore)
Feb. 14	Strategic Family Therapy
Feb. 21	Structural Family Therapy
Feb. 28	Cognitive-Behavioral Family Therapy
Mar. 7	Comparative Analysis of Family Therapy Models & Effectiveness

21st Century Family Therapy

Mar.21	Evidence-based Integrative Models
Mar. 28	Solution-Focused Therapy
Apr. 4	Narrative Therapy

Clinical Application: Family Assessment & Case Conceptualization

Apr. 11	Assessment of Family Functioning: Prevailing Family Systems Models & Measures
Apr. 18	Putting it Together: Case conceptualization, report-writing, feedback, treatment planning
Apr. 25	Assessment of Family Functioning: Family Check-Up
May 2	Final class - TBD

Course Timeline

Class Date	Topic	In Class Activity	Readings & Video Viewings Due	Assignment Due
<i>Classic Schools of Family Therapy</i>				
1/17	NO CLASS	<i>*BEFORE conducting observation of system, make sure you independently review the PPT and read Nichols Ch. 3</i>	Nichols: Introduction: Foundations Nichols: Chapter 3: The fundamental concepts of family therapy	
1/24	Foundations of Family Therapy & Normal Family Processes	Discuss observations from Assignment #1 and readings	Walsh: Chapter 1: The new normal: Diversity & complexity in 21 st century families Walsh: Chapter 2: Clinical views of family normality, health, & dysfunction Nichols: Chapter 1: The evolution of family therapy	Come prepared to discuss observation for Assignment #1
1/31	Bowen Family Systems Therapy	Discuss video & readings, and learn how to make a genogram	Nichols: Chapter 4: Bowen family systems therapy Miller, R. B., Anderson, S., & Keala, D. K. (2004). Is Bowen theory valid? A review of basic research. <i>Journal of Marital and Family Therapy</i> , 30(4), 453-466. <i>Watch video: McGoldrick's The Legacy of Unresolved Loss: A Family Systems Approach</i> <i>Choose one of the following:</i> <ul style="list-style-type: none"> Walsh: Chapter 5: Risk and Resilience after divorce Walsh: Chapter 7: Remarriage and stepfamily life 	Assignment #1 Systems Observation due
2/7	Neurobiology & Family Processes	Dr. Leslie Moore will elaborate on Bowen theory, the genogram, & link with neurobiological family processes	Walsh: Chapter 19: Mastering family challenges in serious illness and disability Walsh: Chapter 23: Neurobiology and family processes Chen, E., Brody, G., Miller, G. E. (2017). Childhood close family relationships and health. <i>American Psychologist</i> , 72, 555-566 <i>Recommended:</i> Walsh: Chapter 22: Unraveling the complexity of gene-environment interplay and family	Applications via case studies; genogram questions invited

			processes. Walsh: Chapter 3: Couple interaction in happy and unhappy marriages	
2/14	Strategic Family Therapy	Discuss video & readings, and practice initial interview	Nichols: Chapter 5: Strategic family therapy Walsh: Chapter 16: The family lifecycle Walsh: Chapter 18: Normative family transitions Weber, T. , McKeever, J., E., & McDaniel, S. (1985). A beginner's guide to the problem-oriented first family interview. <i>Family Process</i> , 24, 357-364. <i>Watch video:</i> Family-school collaborative problem-solving meeting	
2/21	Structural Family Therapy	Discuss videos & readings, and practice initial interview	Nichols: Chapter 6: Structural family therapy Szapocznik, J., et al. (2012). Brief strategic family therapy: An intervention to reduce adolescent risk behavior. <i>Couple and Family Psychology: Research and Practice</i> , 1(2), 134-145. <i>Choose one video to watch:</i> Minuchin's <i>Taming Monsters</i> OR Aponte's <i>Tres Madres</i> video, <i>Choose one of the following:</i> <ul style="list-style-type: none"> • Walsh: Chapter 9: Family processes in kinship care • Walsh: Chapter 12: Intersections of race, class, and poverty • Walsh: Chapter 13: Immigrant family processes 	Assignment #2 Genogram due
2/28	Cognitive-Behavioral Family Therapy	Select model for next assignment, discuss videos & readings, and practice initial interview	Nichols: Chapter 9: Cognitive-behavioral family therapy Sheridan, S. M., Ryoo, J. H., Garbacz, S. A., Kunz, G. M., & Chumney, F. L. (2013). The efficacy of conjoint behavioral consultation on parents and children in the home setting: Results of a randomized controlled trial. <i>Journal of School Psychology</i> , 51, 717-733. Sanders, M. R., & McFarland, M. (2001). Treatment of depressed mothers with disruptive children: A controlled evaluation of cognitive behavioral family intervention. <i>Behavior Therapy</i> , 31(1), 89-112.	

			or Weinstein, S. M., Henry, D. B., Katz, A. C., Peters, A. T., & West, A. E. (2015). Treatment moderators of child-and family-focused cognitive-behavioral therapy for pediatric bipolar disorder. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 54(2), 116-125. <i>Watch video: Dr. Dattilio's Cognitive-Behavioral Family Therapy</i>	
3/7	Comparative Analysis & Effectiveness of Classic Models	Discuss comparisons of models, and begin planning for next assignment	Nichols: Chapter 13: Comparative Analysis Nichols: Chapter 14: Research on Family Intervention Carr, A. (2014). The evidence base for family therapy and systemic interventions for child-focused problems. <i>Journal of Family Therapy</i> , 36, 107-157. Leslie, L.A. (1988). Cognitive-behavioral and systems models of family therapy: How compatible are they? In N. Epstein, SE Schlesinger, & W. Dryden (Eds.), <i>Cognitive-behavioral therapy with families</i> (pp. 49–83). New York: Brunner/Mazel.	Assignment #3 Family Process comparison due
3/14	SPRING BREAK			
21 st Century Family Therapy				
3/21	Evidence-Based Integrative Models: EFT, FFT, FCU, ABFT, MDFT, MST, BFST, FBT	Student presentations	Nichols: Chapter 10: Family therapy in the twenty-first century	Assignment #4 Presentation due
3/28	Solution-Focused Therapy	Discuss readings & video, and practice initial interview	Nichols: Chapter 11: Solution-focused therapy Conoley, C., et al. (2003). Solution-focused family therapy with three aggressive and oppositional-acting children: An empirical study. <i>Family Process</i> , 42(3), 361-374. Walsh: Chapter 4: Contemporary Two-parent families <i>Watch video: Insoo Kim Berg's I'd Hear Laughter</i>	
4/4	Narrative Therapy	Discuss readings & video, and practice initial	Nichols: Chapter 12: Narrative Therapy Williams-Reade, J., Freitas, C., & Lawson, L. (2014). Narrative-informed medical family therapy: Using	

		interview	<p>narrative therapy practices in brief medical encounters. <i>Families, Systems, & Health</i>, 32(4), 416-425.</p> <p>Walsh: Chapter 6: The diversity, strengths, and challenges of single-parent households</p> <p><i>Watch video:</i> Steve Madigan's Narrative Therapy</p>	
<i>Clinical Application: Family Assessment & Case Conceptualization</i>				
4/11	Assessment of Family Functioning: Prevailing Family Systems Models and Measures	Explore assessment materials, and complete self-report measure	<p>Walsh: Chapter 21: Assessment of effective couple and family functioning</p> <p>Hamilton, E., & Carr, A. (2016). Systematic Review of Self-Report Family Assessment Measures. <i>Family process</i>, 55(1), 16-30.</p>	
4/18	Putting it Together: Case Conceptualization, Report Writing, Feedback & Treatment Planning	Discuss final assignment	<p>Carlson, C. I., Krumholz, L. S., & Snyder, D. K. (2013). Assessment in marriage and family counseling. In Geisinger, K. F. (Ed.), <i>APA handbook of testing and assessment in psychology</i>. American Psychological Association: Washington, D. C.</p> <p>Carlson, C., Ross, S.G., & Stark, K.H. (2012). Bridging systemic research and practice: Evidence-based case study methods in couple and family psychology. <i>Couple and Family Psychology: Research and Practice</i>, 1, 48-60</p> <p>Bögels, S. M., & van Melick, M. (2004). The relationship between child-report, parent self-report, and partner report of perceived parental rearing behaviors and anxiety in children and parents. <i>Personality and Individual Differences</i>, 37(8), 1583-1596.</p>	
4/25	Assessment of Family Functioning: The Family Check-Up	Guest lecturer: Jane Gray	<p>Gill, A. M., Hyde, L. W., Shaw, D. S., Dishion, T. J., Wilson, M. N. (2008). The Family Check-Up in early childhood: A case study of intervention process and change. <i>Journal of Clinical Child & Adolescent Psychology</i>, 37(4), 893 – 904.</p> <p>Dishion, T. J., Brennan, L. M., Shaw, D. S., McEachern, A. D., Wilson, M. N., & Jo, B. (2014). Prevention of problem behavior through annual family check-ups in early childhood: Intervention effects from home to early elementary school. <i>Journal of abnormal child psychology</i>, 42(3), 343-354.</p>	

			Smith, J. D., Knoble, N. B., Zerr, A. A., Dishion, T. J., & Stormshak, E. A. (2014). Family check-up effects across diverse ethnic groups: Reducing early-adolescence antisocial behavior by reducing family conflict. <i>Journal of Clinical Child & Adolescent Psychology</i> , 43(3), 400-414. Review information about the FCU model: https://reachinstitute.asu.edu/programs/family-check-up	
5/2	TBD			

Supplemental Readings

Genogram

- Yznaga, S. (2008) Using the genogram to facilitate the intercultural competence of Mexican immigrants. *The Family Journal*, 16(2), 159-165.
- Hardy, K.V., & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21(3), 227-237.

Brief Strategic Therapy

- Valdez, A. et al. (2013). An adapted brief strategic family therapy for gang-affiliated Mexican American adolescents. *Research on Social Work Practice*, 23, 383.

Conjoint Behavioral Consultation

- Sheridan S.M., Eagle, J.W., Cowan, R. J., & Mickelson, W. (2001). The effects of conjoint behavioral consultation: Results of a 4-year investigation. *Journal of School Psychology*, 39(5), 361-385.
- Sheridan, S. M., Ryoo, J. H., Garbacz, S. A., Kunz, G. M., & Chumney, F. L. (2013). The efficacy of conjoint behavioral consultation on parents and children in the home setting: Results of a randomized controlled trial. *Journal of School Psychology*, 51, 717-733.
- Sheridan, S. & Colton, D. L. (1994). Conjoint behavioral consultation: A review and case study. *Journal of Educational and Psychological Consultation*, 5(3), 211-228.
- Sheridan, S.M., & Kratochwill, T. (2007). *Conjoint behavioral consultation: Promoting family-school connections and interventions* (2nd ed). Springer. (also at books.google.com)

Families and Schools

- Carlson, Funk, & Nguyen (2009). Families and schools. In *The Wiley-Blackwell Handbook of Family Psychology*, J.H.Bray & M. Stanton (Eds.) 515-526.
- Carlson, Maddocks, & Scardamalia (in press). Families and schools. In *APA Handbook of Contemporary Psychology*, B. Fiese (Ed.). APA Publications.

Evidence-based Family Therapy

- Sexton, T., Coop-Gordon, K., Gurman, A., Lebow, J., Holtzworth-Munroe, A., & Johnson, S. (2011). Guidelines for classifying evidence-based treatments in couple and family therapy. *Family Process*, 50, 377-392.
- Shapiro, A. F., Gottman, J.M., & Fink, B. C. (2015). Short-term change in couples' conflict following a transition to parenthood intervention. *Couple and Family Psychology Research and Practice*, 4(4), 239-251.

- Patrika, P., & Tseliou, E. (2015). Blame, responsibility and systemic neutrality: a discourse analysis methodology to the study of family therapy problem talk. *Journal of Family Therapy*, 38(4), 467-490.
- Kiyimba, N., & O'Reilly, M. (2015). Parents' resistance of anticipated blame through alignment strategies: A discursive argument for temporary exclusion of children from family therapy. *The Palgrave Handbook of Child Mental Health* (pp. 559-577). Palgrave Macmillan UK.
- D'Aniello, C. (2015). Common factors as a road map to MFT model integration: Implications for training therapists. *Contemporary Family Therapy*, 1-7.
- Larnera, G. (2004). Family therapy and the politics of evidence. *Journal of Family Therapy*, 26, 17-39.

Family Assessment

- [American Academy of Child and Adolescent Psychiatry. Practice parameter for the assessment of the family.](#)
- Jacob, T., & Windle, M. (1999). Family assessment: Instrument dimensionality and correspondence across family reporters. *Journal of Family Psychology*, 13(3), 339.
- Copeland, A. P. & White, K. M. (1991). Quantitative data analysis. In *Applied Social Research Methods: Studying families* (pp. 85-101).: Sage Publications Ltd.

Additional Information/Resources

Major family therapy professional organizations:

Society for Couple & Family Psychology (APA Division 43)
 American Association of Marriage and Family Therapy (AAMFT)
 Texas Association of Marriage and Family Therapy (TAMFT)
 National Council on Family Relations (NCFR)
 Association for Family Therapy and Systemic Practice

Major family therapy and family psychology research journals:

Family Process (Wiley publisher)
 Journal of Family Psychology (www.apa.org/pubs/journals/fam)
 Couple and Family Psychology Research and Practice (www.apa.org/pubs/journals/cfp)
 Families, Systems, & Health (www.apa.org/pubs/journals/fsh)
 American Journal of Family Therapy (Francis & Taylor publishers)
 Journal of Marriage and Family (NCFR)
 Journal of Family Therapy (AFTSP)

Deleted: Couple & Family Therapy Core Competencies -

American Academy of Child and Adolescent Psychiatry. *Practice parameter for the assessment of the family*. (article available on Canvas) -

Deleted: American Academy of Child and Adolescent Psychiatry. Practice parameter for the assessment of the family. (article available on Canvas) -