

Psychology 665  
Tuesdays 2:00-5:00 PM  
FHF Room 302

## **FAMILY THERAPY**

Course Syllabus - Fall 2007

Instructor: Neena Malik, Ph.D.  
Office: FHF 353, Mailman Center Room 4041  
Office Hours: by appointment  
Phone: (305) 284-6181; (305) 243-6882  
Email: [nmalik@miami.edu](mailto:nmalik@miami.edu); [nmalik@med.miami.edu](mailto:nmalik@med.miami.edu)

### **Objectives**

The goal of this course is to develop a strong theoretical and technical background in family therapy, including the foundations of family therapy as a paradigm for understanding and intervening with psychological issues, the various schools of family therapy, and associated assessment and intervention techniques. Readings and class discussion will emphasize application of techniques and theory. We will discuss issues of ethics, diversity, treatment outcome research, the history of family therapy, and issues related to supervision and consultation. In addition, this class will include observation and discussion of a full course of brief family therapy, which was conducted and videotaped by Dr. Malik. This course is meant to be discussion-oriented. Therefore, it will be most enriching to students to come prepared to class having done the reading. In addition, any student wishing to bring in their own case material from cases they are seeing or have seen will be welcome to do so!

### **Requirements**

There are three requirements for this course; leading an in-class discussion of reading and the topic for the day (25% of your grade); a paper (65% of your grade); and general class participation (10% of your grade).

**In-class Discussion:** You will work with another class member to synthesize the reading and lead a class discussion on one of the class topics. We will discuss this further in class.

**Paper:** utilizing either your own clinical experience or the family we are observing in class, you will be asked to write a 15-20 page paper. In this paper, you will be asked to synthesize two or more schools of family therapy and apply the theory and assessment and intervention techniques of those schools of therapy to the clinical case material.

Class attendance and participation will account for 10% of your grade.

## **Required Text**

Nichols, M. P., with Schwartz, R. C. (2006). *Family therapy: Concepts and methods (Seventh Edition)*. Boston, MA: Allyn & Bacon.

## **Recommended Texts**

Napier, A. Y., with Whitaker, C. (1978). *The family crucible: the intense experience of family therapy*. New York, NY: Harper & Row.

McGoldrick, M., Pearce, J., & Giordano, J. *Ethnicity and family therapy: Second edition*. NY, NY: The Guilford Press.

**8/28**                      **Course Overview**

**9/4**                         **No Class**

**9/11**                      **History and systems of family therapy**

Nichols, M. (2006). Chapters 1-4.

**9/18**                      **Mapping the family - who we are, where we've come from, and where we're going - a focus on Bowenian family therapy**

Nichols, M. (2006). Chapter 5.

**9/25**                      **Experiential and Psychoanalytic models and techniques**

Nichols, M. (2006). Chapters 8-9.

10/2

**Strategic and Structural models and techniques**

Nichols, M. (2006). Chapters 6-7.

Minuchin, S. (1984). *Family kaleidoscope*. Cambridge, MA: Harvard University Press, Chapters 1-2 (pp7-50).

10/9

**Cognitive-behavioral models and techniques**

Nichols, M. (2006). Chapter 10.

10/16

**New developments in family therapy: brief/solution-focused and narrative models and techniques**

Nichols, M. (2006). Chapters 11-13.

Spence, D. P. (1982). Narrative fit and becoming true. *Narrative truth and historical truth: Meaning and interpretation in psychoanalysis* (pp. 175-214). NY, NY: WW Norton & Company.

10/23

**The Milan model: theory and techniques**

Reading TBA

10/30

**Focus on techniques: reflecting team, circular questions, and reflexive questions in systemic family therapy**

Anderson, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process*, 26, 415-428

Fleuridas, C., Nelson, T. S., & Rosenthal, D. M. (1986). The evolution of circular questions: Training family therapists. *Journal of Marital and Family Therapy*, 12, 113-127.

Tomm, K. (1987). Inerventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, 26, 167-183.

**11/6 Ethics and values in family therapy**

Bloch, S., & Harari, E. (1996). Working with the family: The role of values. *American Journal of Psychotherapy*, 50, 274-284.

Pakman, M. (2004). The epistemology of witnessing: Memory, testimony, and ethics in family therapy. *Family Process*, 43, 265-274.

Additional reading TBA.

**11/13 Diversity in family therapy**

Knudson-Martin, C., & Laughlin, M. J. (2005). Gender and sexual orientation in family therapy: Toward a postgender approach. *Family Relations*, 54, 101-110.

Richeport-Haley, M. (1998). Ethnicity in family therapy: A comparison of brief strategic therapy and culture focused therapy. *American Journal of Family Therapy*, 26, 77-90.

Additional reading TBA.

**11/20 Empiricism and family therapy: research on effectiveness**

Nichols, M. (2006). Chapter 16

Larner, G. (2004). Family therapy and the politics of evidence. *Journal of Family Therapy*, 32, 17-27.

Heatherington, L., Friedlander, M., L., & Greenberg, L. (2005). Change process research in couple and family therapy: Methodological challenges and opportunities. *Journal of Family Psychology*, 19, 18-27.

**11/27 Consultation and supervision issues in family therapy**

Haber, R., & Hawley, L. (2004). Family of origin as a supervisory consultative resource. *Family Process*, 43, 373-390.

Alper, J., & Duckworth Smith, H. (2003). Terrorism, terrorism threat, and the school consultant. *Journal of Educational and Psychological Consultation*, 14, 369-385.

Additional reading TBA