
Credit Hours: 1
Instructor: James Svensson, LMSW
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Course Description:
This course will cover the theory and some of the research on the psycho-biology of schizophrenia, and how this led to the development of these types of family treatments. After discussing the theory behind the approach, students will be trained in Multi-family Psycho-education as developed by Dr. William McFarlane using in class exercises and a mock group. We will also explore what is known about bipolar disorder, how it impacts the individuals with the illness and their families. We will also discuss, compare and contrast McFarlane’s approach with Family Focused Treatment, a family intervention for individuals with bipolar disorder that has been created and researched by David Miklowitz. We will also discuss Open Dialogue, which is a family intervention for schizophrenia from Finland that has had consistently better outcomes than traditional psychiatry in the US, with the use of dramatically less medication.

Course Content:
This course will first cover the psycho-biology of schizophrenia, family factors that either protect or worsen the illness, and the ramifications of the illness for both the individual and his/her family. Next we will explore what and how Family Psychoeducation (FPE) attempts to change and improve the situation for the family and the client. The use of these groups for different illnesses, age groups, or ethnic groups will be discussed, as well as multi-family vs. single family treatment strategies. Research supporting the efficacy of this approach will also be covered. During the latter part of the course the students will learn how to form and run an FPE group. A similar, but shorter, review of bipolar disorder and Family Focused Treatment will be presented.

Course Objectives:
Upon completion of this course, students will be able to:
1. Discuss the psycho-biology of schizophrenia and bipolar disorder, the effects of the illnesses on the individual and their families.
2. Educate families and people with schizophrenia or bipolar disorder about how to cope with their illness.
3. Use the problem solving method and other FPE techniques to help run or start a group.
4. Discuss the efficacy of these approaches and how they are different from standard treatment for schizophrenia or bipolar disorder.
5. Understand what other illnesses/disabilities this approach has been used with, and conceive of other problems it could be used with.

Relationship to Social Work Core Competencies:
1) Professional Identity: The role of the Social Worker running a Multi-family Psychoeducation
Group is discussed in depth during this course.

2) **Values and Ethics:** Family work with people with serious and persistent mental illness focuses on helping the whole family come to terms with the illness, recognize and overcome stigma, reestablish the dignity and value of the ill family member, and learning to cope with the illness. Issues of safety and limit setting are also discussed.

3) **Critical Thinking:** This class focuses on two evidence based practices (MFG and FFT), and some of the research behind them. Open Dialogue, Assertive Community Treatment, Integrated Dual Diagnosis, and Motivational interviewing are discussed as well.

4) **Diversity and Difference:** These issues will be addressed through the readings, and class discussion. Since people with schizophrenia, or other severe mental illnesses, are discriminated against and struggle with stigma, stigma reversal is a core value of the FPE approach. FPE has been used in this country with different minorities, and the method has been used in Asia and Europe with equal success.

5) **Social and Economic Justice:** People with serious mental illnesses in the United States rarely receive the best treatments that are available, and the economic supports (SSDI, housing, insurance) are usually very poor. These issues are addressed in the course.

6) **Research:** This course reviews the research behind multiple family interventions.

7) **Human Behavior and the Social Environment:** Family interventions for people with major mental illness focus on the importance of social environments. Multi-family Groups and Family Focused Treatment are interventions to change and support the social environment of people with major mental illness.

8) **Social Policy:** Social Policy is not a focus of this course, but the limitations of current social policy, and how they impact people with major mental illnesses are discussed briefly.

9) **Context:** This course does not directly focus on the social and historical context of our era, but it is mentioned repeatedly during the course when the every day challenges of people with major mental illnesses are discussed. Limitations of the Social Security system, health insurance coverage and the crippling of the Community Mental Health system in Michigan are discussed during the course.

10) **Engagement:** Both Multi-family Psychoeducation and Family Focused Treatment have engagement strategies and techniques as part of their evidence practices and are taught during the course. Motivational Interviewing techniques are discussed during the course.

**Assignments:**
- Participation in all course activities, assigned readings and group exercises.
- A short test at the end of the class on the FPE technique.
- Readings

**Grading:** 50% of the grade will be based on class participation and 50% on the test at the end of class.

**Primary Texts or Articles:**


Selected Reference List:


Bebbington P., Kuipers E., *The predictive utility of expressed emotion in schizophrenia: an aggregate analysis*. Psychological Medicine, 1994, 24, 707-718


Ellen Frank, PhD; David J. Kupfer, MD et al, *Two-Year Outcomes for Interpersonal and Social Rhythm Therapy in Individuals With Bipolar I Disorder* ARCH GEN PSYCHIATRY/VOL 62, SEP 2005

Alex Kopelowicz, MD; Roberto Zarate, PhD; Charles J. Wallace, PhD *The Ability of Multifamily Groups to Improve Treatment Adherence in Mexican Americans With Schizophrenia* Archives of General Psychiatry/VOL 69 (NO. 3), MAR 2012, 265-273


Lefley, Harriet P, PhD *Cross-Cultural Perspective of Family Psychoeducation*, Psychiatric Annals 42.6 (Jun 2012):236-240.


McFarlane, W.R. et al.: *From Research to Clinical Practice: Dissemination of New York State’s Family Psychoeducation Project*, Hospital and Community Psychiatry, Vol. 44, No.3


Phyllis E. Smerud and Irwin S. Rosenfarb *The Therapeutic Alliance and Family Psychoeducation in the Treatment of Schizophrenia: An Exploratory Prospective Change Process Study Couple and Family
1-28-2017
Overview of Family Psychoeducation
Overview of the Psychobiology of Schizophrenia and Family Psychoeducation technique
Reading Assignment: Multifamily Groups in the Treatment of Severe Psychiatric Disorders, Chapters 1-5 (p. 3-103)

Selecting and Joining with Families for the Group
Family Psychoeducation Workshop
Family Guidelines and Recommendations for Families
Role Play Joining with Families in Class

Reading Assignment: Multifamily Groups in the Treatment of Severe Psychiatric Disorders, Chapters 6 & 7 (p. 104-126)


Overview of First and Second Groups
Role Play First and Second Groups

Reading Assignment: Multifamily Groups in the Treatment of Severe Psychiatric Disorders, Chapter 8

Demonstration of Problem Solving with class

2-4-2017
Overview of the “Problem Solving Method” and Group Format for the Groups
Role Play Problem Solving Session

Reading Assignment: Multifamily Groups in the Treatment of Severe Psychiatric Disorders, Chapter 9

Open Dialogue and the Finnish approach to treatment of schizophrenia will be discussed.

Overview of other FPE variations and Family Focused Treatment with specific focus on bipolar disorder.
Discussion of PODS issues

Reading Assignment: Multifamily Groups in the Treatment of Severe Psychiatric Disorders, Chapters 12 & 13


Test

If you are having problems with the course, problems completing work, or making it to class, please
feel to contact me via e-mail (jsven@umich.edu).

If you having any problems outside of class that are affecting you, there is support at the University of Michigan through either the Counseling and Psychological Services (CAPS) 764-8312, or at the U-M Hospital Psychiatric Emergency Services 936-5900.