

Social Work 790-001, Fall 2018: Family Psychoeducation; an evidence based psycho-social intervention for schizophrenia and other severe and persistent mental illnesses.

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.
- Readings
- A 5 page paper

Grading: 50% of the grade will be based on class participation and 50% on the paper due one week after the last day of class.

Primary Texts or Articles:

McFarlane, W.R., **Multifamily Groups in the Treatment of Severe Psychiatric Disorders**, New York, NY, Guilford, 2002

Miklowitz, D.J. **Adjunctive Psychotherapy for Bipolar Disorder: State of the Evidence**, American Journal of Psychiatry 165:11, November 2008 (pp 1408-1419)

Anderson, C. M., et al, *Educating Families, Concepts and Recommendations for Clinicians Who Teach*

Families How to Manage Schizophrenia

Selected Reference List:

Anderson, C., Hogarty, G., Reiss, D., **Schizophrenia and the Family**, New York, NY, Guilford Press, 1986

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

C. González-Blanca, et al **Longitudinal relationship between expressed emotion and cannabis misuse in young people with first-episode psychosis** *European Psychiatry* Vol. 30, Issue 1, January 2015, Pages 20–25

Grice S.J., Kuipers E., Bebbington P., et al **Carers' attributions about positive events in psychosis relate to expressed emotion.** *Behaviour Research and Therapy* 47 (2009) 783-789

Ellen Frank, PhD; David J. Kupfer, MD et al, **Two-Year Outcomes for Interpersonal and Social Rhythm Therapy in Individuals With Bipolar I Disorder** *PhDARCH 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*

Kuipers E., Bebbington P., G. Dunn, D. Fowler, et al. **Influence of carer expressed emotion and affect on relapse in non-affective psychosis.** *British Journal of Psychiatry* (2006), 188, 173-179

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

McFarlane W, Cook W, **Family expressed emotion prior to onset of psychosis.** *Family Process*, 46, (2007) 185-197

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

McFarlane, W.R. et al, **Family Psychoeducation Workbook**, SAMHSA www.samhsa.org

McFarlane, W.R. et al.: **Family Psychoeducation and Schizophrenia: A Review of the Literature**, *Journal of Marital and Family Therapy* April 2003, Vol. 29, No. 2, 223-245

McFarlane, W.R. et al.: **Psychoeducation Multiple Family Groups: Four Year Relapse Outcome in Schizophrenia**, *Family Process*, Vol. 34, June 1995, 127-144

McWilliams, S. Hill, et al, **Schizophrenia: A five-year follow-up of patient outcome following psychoeducation for caregivers**, *European Psychiatry* 27 (2012) 56–61

Miklovitz D, George E L, et al **A randomized study of Family-Focused Psychoeducation and pharmacotherapy in the outpatient management of bipolar disorder.** *ARCH GEN PSYCHIATRY/VOL 60, SEP 2003*

David Miklovitz, **Bipolar Disorder: A Family-Focused Treatment Approach**, Guilford Press, 2008

Peris, T.S. & Miklowitz, D.J. **Parental Expressed Emotion and Youth Psychopathology: New Directions for an Old Construct** *Child Psychiatry Hum Dev* (2015) 46: 863. doi:10.1007/s10578-014-0526-7

Olson, M, Seikkula, J. & Ziedonis, D. (2014). **The key elements of dialogic practice in Open Dialogue**. The University of Massachusetts Medical School. Worcester, MA. September 2, 2014 Version 1.1

Jaakko Seikkula , Birgitta Alakare & Jukka Aaltonen (2011) The Comprehensive Open-Dialogue Approach in Western Lapland: II. Long-term stability of acute psychosis outcomes in advanced community care, *Psychosis*, 3:3, 192-204, DOI: 10.1080/17522439.2011.595819

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 Psychology**: Research and Practice 2011, Vol. 1(S), 85–91

von Polier, Georg G. MD, et al **Patterns and Correlates of Expressed Emotion, Perceived Criticism, and Rearing Style in First Admitted Early-Onset Schizophrenia Spectrum Disorders**. *Journal of Nervous & Mental Disease* November 2014 - Volume 202 - Issue 11 - p 783–787

12-1-18

Overview of Family Psychoeducation

Overview of the Psychobiology of Schizophrenia and Family Pschoeducation 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)

Anderson, C. M., et al, *Educating Families, Concepts and Recommendations for Clinicians Who Teach Families How to Manage Schizophrenia* (on c-tools)

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

12-8-18

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.

Reading assignment: Jaakko Seikkula , Birgitta Alakare & Jukka Aaltonen (2011) The Comprehensive Open-Dialogue Approach in Western Lapland: II. Long-term stability of acute psychosis outcomes in advanced community care, Psychosis

Optional reading: Olson, M, Seikkula, J. & Ziedonis, D. (2014). **The key elements of dialogic practice in Open Dialogue.** The University of Massachusetts Medical School. Worcester, MA. September 2, 2014 Version

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

Miklowitz, D.J. **Adjunctive Psychotherapy for Bipolar Disorder: State of the Evidence,** American Journal of Psychiatry 165:11, November 2008 (pp 1408-1419) PDF on C-tools

Paper due the following Saturday, on 12-15-18

I want you to write an up to 5 page paper describing 1) what emotional reactions you had role playing a family member or person with a major mental illness during the class (no more than 1-2 pages), 2) how did your feelings about living with a major mental illness change or evolve during the class (no more than 1-2 pages). 3) What do you think about the role of psychotherapy in helping people (families, patients) with major mental illnesses? Site articles or data from the class. 4) What do you think about medications in the role of treating mental illness after this class, did that view change or evolve? Site evidence, articles.

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

